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THE AMERICAN TEACHER

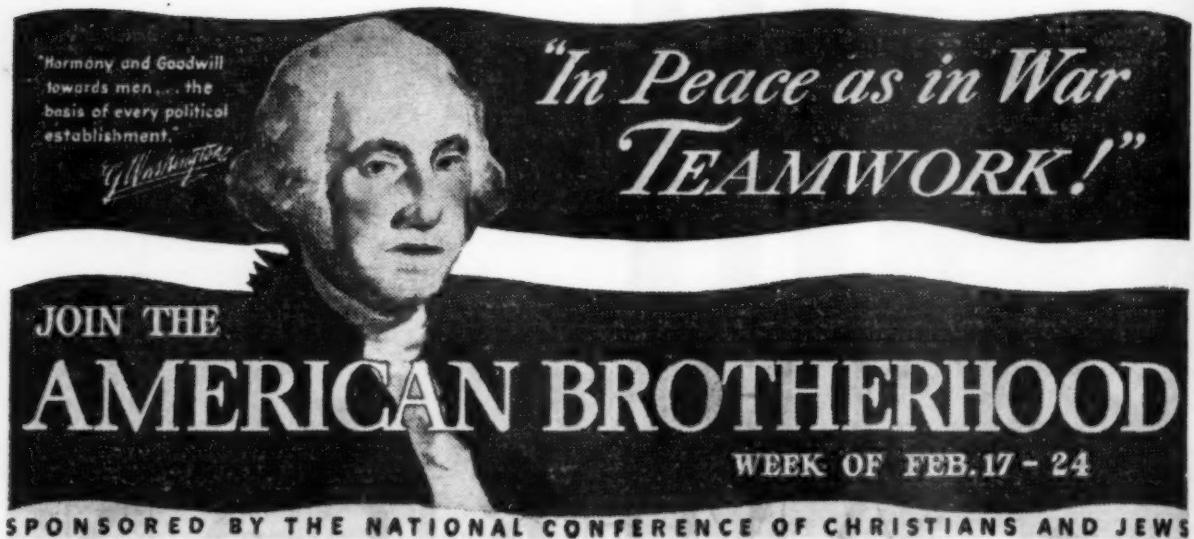


UNRRA's children,
well-fed and clothed,
are cared for in nuns'
nunery in Kloster In-
dersdorf, Germany.
See story on page 16.

February 1946

"Brotherhood Week, February 17-24, 1946"

The Week of Washington's Birthday



THE WHITE HOUSE

WASHINGTON

THE armies of the United Nations won a conclusive victory over the forces of tyranny which exploited racial and religious hatred to divide the world and destroy freedom. The ideal of democracy is a society in which each seeks the truth in his own way and all are united by understanding and mutual need. The good world of the future must be built on the foundation of the recognition of the dignity and rights of each individual, whatever his race, creed or national background.

Among all the nations the United States stands as the exemplar of a people grown great through this liberty. Now, as never before, we as a people are called upon to demonstrate with even greater brilliance the glory of our freedom. It is the light which alone can guide the future of mankind into the ways of peace.

Within our own borders we are facing the huge task of reconversion. This is a job of such magnitude that it can be done well only as all of us work together. The teamwork of the armed forces won the war. The spirit of teamwork should extend to our national life. As we united for victory, we must unite for peace. Let our aim be "In Peace as in War—Teamwork."

Because I believe that the health of our democracy draws its strength from the wells of deep spiritual understanding, I am happy to join with the National Conference of Christians and Jews in calling upon our people to observe Brotherhood Week from February 17 to 24, 1946. I hope that in every community throughout the country our people will meet together to rejoice in the greatness of the land which belongs to all of us and to pledge themselves to the continuance of that loyalty which will unite our country as the leader of peace and the happy home of all our citizens.

Very sincerely yours,

The American Teacher

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The American Federation of Teachers

AFFILIATED WITH THE
 AMERICAN FEDERATION OF LABOR

Mildred Berleman, Editor

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How Schools Can Observe Brotherhood Week

THE National Conference of Christians and Jews makes the following recommendations concerning ways to observe Brotherhood Week, which is the week of February 17 to 24:

1. Get a trio of speakers, Protestant, Catholic and Jew, clerical or lay, to discuss at the school assembly the Brotherhood Week theme. They will emphasize the need for co-operation among men of differing faiths in solving civic and international problems of common concern.
2. Organize a teachers' committee or round table to study how intergroup relations may become a year-round integral emphasis in all subjects taught.
3. Encourage the writing of themes, original verse or skits regarding outstanding members of minority groups who have made special contributions to the national welfare.
4. Stimulate science classes to consider the

facts of race and nationality.

5. Organize a display of posters, pamphlets and books in the school library.
6. Form a committee of teachers to study intergroup relations in the schools, arranging for this committee to work with local representatives of community agencies.
7. Play folk games of various nationality groups, encouraging members of the groups contributing the games to lead.
8. Have a display-fair to which children bring family possessions typical of various cultural backgrounds.
9. Dramatize through a pageant or a play the contributions of religious, racial and nationality groups to American life.
10. Arrange a program featuring great songs of instrumental music of Protestant, Catholic and Jewish origins.

A.F.T. EXECUTIVE COUNCIL Meets in Gary December 27-29

DESPITE difficulties of transportation and the illness of several of the members of the AFT Executive Council a meeting was held as scheduled in Gary, Indiana, on December 27, 28, and 29.

Organization of New Locals

One of the first items on the agenda was the report of Secretary-Treasurer Irvin Kuenzli, who made the encouraging announcement that more new locals had been established during the first four months of the 1945-46 school year than during any comparable period in the history of the organization. In Louisiana alone five new locals were organized during the last few months.

Mr. Kuenzli attributed the continued growth of the AFT to: (1) the significant success of the AFT and the AFL in the field of education during World War II; (2) the unusual success of AFT locals in solving the problems of classroom teachers in cities and towns where all other organizations had failed; (3) the winning of four important tenure cases in a single year.

He pointed out that AFT membership had multiplied five times in recent years "because of deeds rather than words, because of actual accomplishments rather than nebulous resolutions."

Special Problems of Various Locals And Members

Much of the first day and part of the second day were taken up with a consideration of the special problems of various locals and the report and recommendations of the committee on academic freedom and tenure violations. The Council took action on the cases in Reading, Ohio, in Normandy, Missouri, and in Arlington Heights, Illinois, and also on those involving Mary Cadiagan, Raymond Sullivan, and Carl Walz.

Federal Aid

The legislative report presented by Selma Borchardt dealt with federal aid, vocational education, and various bills concerning labor. Copies of her report have been sent to the officers of all locals, under the title *Washington Letter 4, 1945-46*, and the section on federal aid was summarized in the January issue of the *AMERICAN TEACHER*.

Miss Borchardt stated that the only possibility

of securing passage of a federal aid bill in the near future would be through the formulation of a bill by the Senate Committee on Education and Labor. The Executive Council reiterated its support of the principle that 75% of the funds provided through a federal aid bill should be earmarked for *salaries of teachers in public schools* and should be used to *supplement*, rather than to *supplant*, the funds provided by the state and local governments.

The Council went on record as favoring the use of the other 25% for distribution to the states for specific *services* that may be regarded as tending to promote the *health and welfare of the child*, on a per capita basis, irrespective of the type of school attended, whether public or non-public. It was pointed out that such a distribution would mean that in all only about 2.5% of the total funds provided through a federal aid bill could be used to support educational services for children attending non-public schools. In fact if the funds would be distributed to the states on the basis of *need*, the amount used for services to children attending non-public schools would be only about 1% or 1.5% of the total, since most parochial schools are in the wealthier states, which would not be eligible to receive federal aid if the basis were that of need.

The Council supports the position taken by the AFT Commission on Educational Reconstruction, that *no* funds provided through a federal aid bill should be used for *payment of salaries in non-public schools*, but that federal funds for promoting the *health and welfare* of children should be distributed for *all* children, regardless of the type of school which they attend.

The Executive Council pointed out that since it is unlikely that a federal aid bill will be passed within the next few months, there will be ample opportunity at the next AFT convention for a full and free discussion of the question of federal aid to non-public schools.

Federal Funds for School Buildings

The Executive Council voted that the AFT should sponsor a bill seeking to earmark a portion of the public works fund for public school building purposes. The Council recommended

that such a bill should include a provision that any state receiving such funds should, as a condition for receiving them, be required to maintain its salary and operating expenses as of 1944.

Exemption of Pension from Income Tax

The Council went on record as favoring the legislation now pending in Congress whereby pensions for government employees would be exempted from the income tax.

Universal Military Training

Declaring that universal military training is inadequate as a program of national defense, the Council issued a statement urging a comprehensive program of education and health based on the following:

1. A comprehensive continuous health-building program for all American children and youth.
2. Periodic medical and dental examinations and remedial care for all children and youth who need such care.
3. Elimination of illiteracy, which was such a serious handicap in World War II.
4. Greater emphasis on scientific and technical training, which are the basis of modern warfare.
5. Enriched cultural curricula, including added emphasis on social science and the humanities.
6. An enlarged program of vocational training.
7. Provisions for a comprehensive program of adult education.
8. Adequate guidance service for all American children and youth.

Such a comprehensive program extending over twelve or fifteen years would do much more for the defense and security of the country than could a one-year program of universal military training, said the Council.

In discussing the importance of the social sciences and humanities, as well as of scientific and technical training, Dr. Floyd Reeves, chairman of the AFT Commission on Educational Reconstruction, pointed out that in time of war science and technical skill would be the most important factor in defense, but the best hope of preventing war lies in the social sciences and the humanities.

Employment of Unqualified Teachers

The following release on the subject of the widespread employment of unqualified teachers was issued by the Council:

AFT Employs Research Expert

One of the most important steps taken by the AFT Executive Council at its December meeting was its request that the AFT Commission on Educational Reconstruction make a study and prepare a report on ways to improve education in local communities. It was felt that such a study would be of particular value at this time, since the states now have more funds on hand than at any time in their history and could, therefore, take measures to reorganize their schools and to make significant improvements in their educational systems.

To assist in carrying on this project the AFT has employed Dr. Lester A. Kirkendall as research assistant to the AFT Commission. He will work in Washington, D.C., under the direction of Dr. Floyd Reeves, chairman of the Commission.

Dr. Kirkendall has had a wide teaching experience both in public schools and in colleges. From 1943 to 1945 he served as a consultant in the U.S. Public Health Service and the U.S. Office of Education in Washington, D.C. He is the author of several books and numerous articles in the fields of educational psychology and mental hygiene.

Hundreds of thousands of American children are today being denied the services of trained teachers. The widespread use of professionally unqualified persons—even high school students—as teachers in our nation's public schools, is effecting a serious breakdown in American education. The extension of this practice, set forth as an emergency wartime measure, calls for immediate vigorous public condemnation and correction.

The claims that this emergency is caused by a shortage of teachers does not give a true picture. The fact is that the failure of a large number of American communities to establish and maintain adequate salary standards for teachers has caused thousands of qualified teachers to seek other employment and has prevented thousands more from entering the profession.

Whether the untrained person is known as a substitute, a temporary teacher, a teacher's aid, an uncertified or a temporarily certificated teacher, the child's education suffers irreparably.

The American Federation of Teachers, for the protection of American youth, calls upon all citizens to cooperate with the teaching profession to put an end to this vicious practice and to establish high professional standards of teacher qualifications for all schools.

Commission on Educational Reconstruction

Dr. Floyd Reeves reported on the work of the AFT Commission on Educational Reconstruction, with special emphasis on that part connected with federal aid. He also outlined a program which he thought the Commission might well undertake during the coming year.

Arthur Elder, one of the AFT vice-presidents, was added to the Commission because of his special familiarity with taxation programs.

An Educational Division In the Library of Congress

To support the setting up of an educational division in the Library of Congress, the following letter was sent to Luther Evans, the Librarian of Congress:

Mr. Luther Evans
Library of Congress
Washington, D.C.

Dear Mr. Evans:

The Executive Council of the American Federation of Teachers, meeting in Gary, Indiana, December 27-29, 1945, voted to support the proposed plan to establish an educational division in the Library of Congress. This plan is in accord with the general recommendation of the A.F. of T. and the A.F. of L. over a period of years that more funds be made available by the Congress for research purposes in education. We have recognized that there are certain fields of research which can be conducted completely and successfully only by agencies of government. For a number of years the A.F. of L. has asked for funds for a more extensive research service in the Office of Education. Some progress has been made in this matter and the extension of the educational services of the Library of Congress will tend to supplement this program.

Sincerely yours,
IRVIN R. KUENZLI.

Coordination of International Organizations of Teachers

The Council expressed approval of the effort to bring about a coordination of the World Federation of Education Associations and the International Federation of Teachers' Associations, so that the work of these two international organizations of teachers may be more effective. In 1935 an agreement between these two organizations was signed at Oxford, England, but the efforts to coordinate activities were interrupted when the war broke out.

Plans are now being made also to include the International Federation of Teachers of Secondary Schools in the coordinated program.

Retention of Price Controls

The position of the AFT regarding the retention of OPA controls to prevent inflation was reiterated and the following letter was sent to President Truman and to Price Administrator Chester Bowles by Secretary-Treasurer Kuenzli:

The national Executive Council of the American Federation of Teachers meeting in Gary, Indiana, December 27-29, 1945, discussed at some length the problem of price controls as related to inflation. As a result of this discussion the Council directed me to write to you urging that price controls be retained until all possible danger of inflation is past. The Council felt that the danger of inflation is one of the most serious economic problems of the post war period and that the retention of adequate price controls is vital to the welfare of the Nation.

Labor Informational Services

A communication was sent to the Executive Council of the AFL pointing out that the AFT joins with other unions in seeking to have re-established labor informational services in the Department of Labor, and asking the AFL to call to the attention of the Department of Labor the inconsistency of having the government urge fact-finding as a basis upon which to approach industrial problems, while at the same time one of the executive departments of the government destroys such services.

The creation of an extension service within the Department of Labor to promote a program of educational service to workers on a scale comparable to similar services which have been set up for commerce and agriculture was urged by the Council.

The WEB Anniversary Conference

Since the Workers Education Bureau will hold its twenty-fifth anniversary convention and educational conference in New York on April 5 and 6, the Council voted to send as AFT delegates President Joseph Landis, Secretary-Treasurer Irvin Kuenzli, and Vice-Presidents John Connors and Arthur Elder. John Connors is director of the Workers Education Bureau, and Arthur Elder is director of the Workers' Educational Service, University of Michigan Extension Division.

The U.S. Employment Service

A telegram was sent by the Council to President Truman to express appreciation for the courageous, constructive action he took in vetoing the bill which would have returned the employment service to the individual states.

Released Time for Religious Instruction

The question of released time for religious instruction in public schools was discussed and the Council voted that the AFT Educational Policies Committee should be asked to make a compilation of the studies already conducted in this field, to secure whatever further information they can, and to have a report prepared in time for the next AFT convention.

The Vocational Education Bill, HR 4384

The AFT legislative representative was instructed by the Executive Council to press for such amendments to HR 4384, the new vocational education bill, as would be in accord with the position of the AFL. It was pointed out that although HR 4384 contains some improvements over S 619, it is still a bill for a *segregated* vocational program. Miss Borchardt made the following report on this bill:

The bill provides: \$20,000,000 for agricultural vocational education, "including supervision of the activities . . . of the Future Farmers of America and the New Farmers of America"; \$14,000,000 for vocational education in home economics to be apportioned among the states in the proportion that their rural population bears to the total rural population; \$14,000,000 for vocational education in trades and industry; \$3,000,000 for vocational guidance; \$1,500,000 for vocational training in public service occupations; \$4,000,000 for vocational training for office occupations; \$5,200,000 for vocational education in distributive occupations; \$16,000,000 for area vocational schools; \$500,000 for supervision of industrial arts training.

The purposes for which the funds may be used are broadly stated, although in this bill there is not the all-inclusive language referring to veterans, to retraining war plant workers for peace time jobs, to training the handicapped, etc.—language which was used in S619 and other earlier bills of this type. However, as this bill does expressly provide for the use of funds "for training programs for apprentices," Labor is likely to question the relation of this program to the Federal Apprenticeship Program, which is Labor's own program.

Unfortunately, the bill provides for a graduated program of state and local matching of funds: 50% until 1950, 60% the next year, and 10% more each year up to June, 1954, after which 100% matching is required. (This bill, obviously, is not concerned with equalizing educational opportunities among the several states.)

The funds are expressly made available for the State Director, who shall be selected by State authority "on the basis of his technical and professional qualifications including experience in vocational education as a teacher and supervisor." (No reference is made to practical experience in the trade.) Funds are also made available "to cover expenses of attendance at meetings of educational associations and other organizations" but no reference is made as to which organizations are to be recognized or

Locals Asked to Report On Studies Made

At its December meeting the AFT Executive Council recommended that all AFT locals be urged to report to the AFT office the results of any studies they may make. It is extremely important that this be done in order to avoid duplication of effort on the part of locals and committees.

who shall decide; nor is any limitation set forth on the amount of expenses per person or per convention.

The bill retains most of the restrictions and limitations applicable under the Smith-Hughes Vocational Education Act. (It is through some of these restrictions that these funds are actually denied to the thousands of Negro children in the southern states.) However, the bill fortunately makes more liberal provision for part-time classes. But it removes the restriction requiring that "a minimum of 50% of the time must be given to shop work on a useful or productive basis."

An effort is made to prevent the recurrence of the notorious abuses for which federal vocational funds were used in the past, by providing that the funds shall not be expended "in any industrial-plant-training programs except such industrial-plant-training be bona fide vocational training, and not a device to utilize the services of vocational trainees for private profit." But as no administrative safeguards are provided anywhere to prevent this practice, one can appreciate the kindly interest of the framers of the bill, but wish for some more effective means through which to implement their noble purpose.

Reports of Standing Committees

Reports of the various standing committees of the AFT were distributed to different members of the Council for analysis and for presentation to the entire Council.

Meeting with Local 571's Delegation

On the second day of the Council's meeting a delegation from Local 571 was received so that the viewpoint of that local on various subjects might be presented.

1946 Convention at St. Paul

It was decided that the 1946 AFT convention would be held in St. Paul from August 19 to August 23. The following members of the Council were appointed to the convention committee: Lettisha Henderson, Helen Taggart, Joseph Landis, Irvin Kuenzli, Natalie Ousley, and E. Robert Leach.

President's Page

Not Only *What*—But *How*

ENTHUSIASM and zeal for the accomplishment of desired objectives sometimes leads us into a position wherein we attempt by improper or illegal means to justify a proper or legal end.

Several of our locals find themselves in disagreement with the position of the American Federation of Labor in its adherence to the International Federation of Trade Unions and its refusal to affiliate with the World Federation of Trade Unions. With the autonomous right of these locals to disagree no one can properly object.

However, it must be borne in mind that the position of the American Federation of Labor was adopted by unanimous action of the delegates at its last convention. Hence when locals of the AFT ask our Executive Council to reverse their position and to urge the AFL to affiliate with the dual world labor organization, the World Federation of Trade Unions, they are asking us to request the officers of the AFL to violate their oath of office, their obligation to execute the expressed mandate of the AFL convention, and in effect to substitute minority for majority rule—a wholly undemocratic and untenable procedure.

These locals have every right to bring this matter before our next convention for action. As an international union we have the right to instruct our delegates to the next AFL convention to oppose or to support the present policy of the AFL in regard to affiliation with world labor organizations. We have the right to expect our delegates to carry out the instructions of our convention at the following convention of the AFL.

To ask them to do otherwise would be treasonable in its nature. To ask the executives of the AFL to act counter to the expressed judgment of the AFL convention is likewise in bad taste and illegal in nature. To do so would properly subject the AFT to the censure and discipline of the AFL.

At our convention next August let us approach this and other moot questions in a spirit of frank discussion, with a maximum of thought and a minimum of heat, and arrive at a majority de-

cision to which we all will adhere as believers in the practice as well as the theory of democracy. In a society of law and order we must employ lawful means to arrive at lawful ends. How we act is just as important as what we do.

JOSEPH F. LANDIS

1943-44 Statistics For State School Systems

ACIRCULAR presenting advance statistical information on state school systems was issued recently by the U. S. Office of Education. This circular, prepared by David T. Blose, Assistant Specialist in Educational Statistics, includes information from 39 states on elementary and secondary enrollments, average length of school terms, number of high school graduates, number of persons on instructional staff, aggregate amount of instructional salaries, average salary of members of instructional staff, current expenses, capital outlay and current expense per pupil in average daily attendance.

Although the primary purpose of this preliminary report is to make State statistics for 1943-44 available for general use, some comparisons with prewar statistics are timely. Such comparisons cover in effect the wartime changes which have taken place in State school systems. Comparisons which might be made with the 1939-40 Biennial Survey statistics are:

1. Enrollment and attendance decreased on an average of 10 percent.
2. The average length of school term was slightly shorter.
3. The number of high-school graduates decreased by about 17 percent.
4. The number of persons on the instructional staff of schools declined an average of 5 percent, though this varied greatly among the States, changes following wartime population shifts.
5. Expenditures and teachers' salaries were high at war peak. This reflected the general rise of price levels. Increases in teachers' salaries, however, were not commensurate with either increases in cost of living or increases in wage levels in industry. While salary payments increased 11 percent, other current expenditure items increased 25 percent.

6. Increased expenditures gave rise to an increase in cost per pupil of approximately 30 percent. No evidence has been assembled to show

whether or not the increased cost has resulted in improved educational service. There is little doubt that much of this increase may be charged to higher costs for identical quality of service—again reflecting the general rise in price levels during the war.

7. Capital outlay in 1943-44 was only about one-fifth the amount spent for this purpose in 1939-40. This represents a wartime suspension of construction of school plants and the purchase of equipment which has built up an accumulated shortage to be made up during the months and years ahead.

The following figures from Table 2 may be of special interest to persons working on salary schedules and on campaigns to increase local, state, and federal support of education:

State	Average Annual Salary of Instructional Staff	Current Expense Per Pupil In Average Daily Attendance	
		\$1,762	\$116
All States Reporting*	1,762		
Alabama	1,009	54	
Arkansas	845	54	
California	2,616	165	
Connecticut	2,019	151	
Delaware	1,932	151	
Florida	1,390	132	
Georgia	923	83	
Indiana	1,833	111	
Kentucky	1,158	75	
Louisiana	1,427	91	
Maine	1,158	83	
Maryland	2,069	111	
Massachusetts	2,219	161	
Michigan	2,016	124	
Minnesota	1,567	134	
Mississippi	790	41	
Missouri	1,410	101	
Nebraska	1,159	112	
Nevada	1,876	149	
New Hampshire	1,343	120	
New Jersey	2,353	185	
New York	2,726	185	
North Carolina	1,342	66	
North Dakota	1,059	119	
Ohio	1,912	125	
Oklahoma	1,429	89	
Oregon	1,809	133	
Pennsylvania	1,972	131	
Rhode Island	2,042	149	
South Carolina	973	58	
South Dakota**	1,047	114	
Tennessee	1,142	70	
Utah	1,792	112	
Vermont	1,165	112	
Virginia	1,308	75	
Washington	2,099	147	
West Virginia	1,508	93	
Wisconsin	1,705	127	
Wyoming	1,471	150	

* Reports were not received from the following States: Arizona, Colorado, Idaho, Illinois, Iowa, Kansas, Montana, New Mexico, Texas.

**Statistics for 1942-43.

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Street.....

City & State.....

Music experience.....

Age.....

American Education Fellowship Holds Three Regional Meetings

Three Regional Conferences of the American Education Fellowship, formerly the Progressive Education Association, are scheduled for this current school year. They are:

February 22-23, 1946: CHICAGO REGIONAL CONFERENCE—Hotel Sherman, Chicago, Illinois. For further information write to: Lester Ball, Superintendent of Schools, District 108, Highland Park, Ill.

March 2, 1946: PHILADELPHIA REGIONAL CONFERENCE—Philadelphia High School for Girls, Philadelphia, Pa. For further information write to: M. David Hoffman, Simon Gratz High School, 17th and Luzerne Streets, Philadelphia, Pa.

March 22-23, 1946: NEW YORK REGIONAL CONFERENCE—Hotel New Yorker, New York City. For further information write to: Vinal H. Tibbetts, American Education Fellowship, 289 Fourth Ave., New York City 10.

These three conferences will be devoted to a consideration by educators and parents of the most pressing problems facing education in the postwar world. Proper emphasis will be given to the community aspects of good education and the need for its understanding and support by all agencies and individuals concerned with the development of democratic living.

The public is cordially invited to attend these conferences.

Secretary-Treasurer's Page

Veterans as Teachers

IT IS important to consider federal aid to education from the standpoint of providing jobs in the postwar society. Much has been said of building public buildings, highways, housing facilities, etc., to create work for men when war production declines. All of these are worthy objectives, but it is also important to give attention to the nation's children, who are no less worthy of attention in the postwar world than public buildings and highways. If class size in the public schools could be reduced to a maximum of 25, as recommended by the American Federation of Labor, and those educational services provided which are badly needed in the schools, it would be possible to create at least 500,000 jobs in one of the most constructive projects in the nation.

In this connection it should be pointed out that the Veterans of World War II should constitute a splendid source for securing teachers for the schools in the postwar society. These young citizens who have followed the flag to the far corners of the earth and have learned true citizenship in a sense which they alone can fully appreciate, have received an education which would prepare them in a special way to be teachers of American children. Great Britain has recognized this fact and is making provisions to train a large number of war veterans for the teaching profession. However, in America teachers' wages are so low in a great majority of the school districts, that a veteran accepting a teaching position would receive far less pay as a teacher than as a member of the armed forces. The average salary for teachers in the United States, including cities, towns, and rural districts, is estimated at \$1500. The Office of War Information estimates that the total income of a private in the army, including wages, living quarters, food, and special services is \$1700. The most recent statistics in salary published by the U.S. Office of Education were for 1941-42. In 13 states the *average* salary for rural teachers in 1941-42 was less than one-half the compensation of a private in the Army, and the *minimum* salary was far less than this amount. In 25 states the

average salary for teachers in city school districts was less than the total compensation received by a private in the Army. Since averages are considerably higher than the minimum salaries at which most returning veterans would enter the profession, it is obvious that, in the great majority of the states of the nation, even the lowest paid member of the armed forces would have to take a considerable cut in salary even in the city school districts. In many states returning veterans would be compelled to teach several years before their income would equal that which they received in the armed forces. We cannot hope to attract this splendid group of young men and women into the teaching profession when rates of pay are so disgracefully low.

The American Federation of Labor recommended in 1942 that no teacher should receive less than \$1500 per year. With the increased cost of living, a comparable figure today would be approximately \$1800. The American Federation of Labor takes the position that every child in the nation deserves at least an \$1800 teacher and that every teacher who is really worthy of the name deserves a salary of at least \$1800. The *average* salary of teachers in the United States is three hundred dollars less than the *minimum* salary recommended by the AFL.

A Senate Committee on Wartime Health and Education recently issued a report of its investigation on "white collar and fixed income groups in war economy." This Committee estimated that the average income for all public school teachers in 1943-44 was about \$32.00 per week. The Committee estimated that the average income for skilled union workers in shipbuilding, machinery, airplane engines and building construction industries, was \$57.50 per week. As long as the average wage for teachers is only a little more than one-half the pay received by skilled union workers, the profession cannot be expected to attract returning war veterans or civilians who have the highest qualities for the teaching profession.

It has frequently been suggested that the United States should demonstrate educational standards to the other nations of the world in the postwar society. In considering the international aspects of education, America cannot be proud of the fact that the nation pays its teachers on the average only a little more than half the income of skilled union workers, and that thousands of teachers receive less than one-fifth the wages of skilled workers.

IRVIN R. KUENZLI

Efforts Made to Combat Rheumatic Fever

An estimated half million children have or have had rheumatic fever, and among the school age group, the 5- to 14-year-olds, it kills more children than any other disease, more even than pneumonia and influenza and more than tuberculosis. In an effort to combat this disease by getting the facts about it to the public, the Children's Bureau, U. S. Department of Labor, has just issued a pamphlet setting forth what is known about rheumatic fever and what can be done to get it under control.

"Doctors cannot do the job alone," says Dr. Betty Huse, the Bureau's specialist in rheumatic fever. "This disease, which takes such a terrible toll in terms of individual suffering and strain on family life, cannot be controlled until the facts about it are known to parents, teachers, social workers, public-health nurses, and all others responsible for the care and protection of children."

Here are a few of the many facts about rheumatic fever brought out in the Bureau's pamphlet:

(1) The cause of rheumatic fever is unknown and there is no specific way of preventing it. The disease very frequently attacks the same child again and again, and no immunity is built up as is the case in the common contagious diseases of childhood. On the contrary, the child who has had rheumatic fever is the one who is most susceptible to the disease.

(2) Rheumatic heart disease, or a scarring of the heart, may result from rheumatic fever, but it is the recurrent attacks of the fever, not rheumatic heart disease itself, that is most to be feared. The mechanical damage to the heart caused by rheumatic fever, contrary to what is generally believed, is of amazingly little consequence to children. The child with rheumatic heart disease will not "drop dead." What is true is that the child who has had rheumatic heart disease is likely to have another attack of rheumatic fever, and the fever, in that case, as in others, may prove fatal. At best, it means a long illness.

(3) Rheumatic fever tends to strike more than one member of a family. For this reason, if one child has it the other children should be examined by a doctor. The fever is not contagious, though, and other members of the family are not going to "catch" it from the child who has it. However, for his own protection, the child who has rheumatic fever should be kept away from those who have colds and other infections.

(4) Rheumatic fever can occur in any climate. Whatever the advantages of a warm climate, they probably are no better protection against rheumatic fever than healthful living conditions in a cold climate.

(5) Some experimental work has been done in giving small daily doses of sulfa drugs to prevent recurrent attacks, and the results are hopeful, but this treatment can only be given under a doctor's close supervision.

The best protection that can be given a child who has had rheumatic fever or rheumatic heart disease is to keep his general health and resistance to disease built up by good health habits, nourishing food, and plenty of rest. Exposure to colds or other respiratory infections must be avoided as far as possible, for they are particularly dangerous to children who have had rheumatic fever. The child's clothing should be warm enough and wet shoes or clothing should be changed promptly. Periodic examinations by a doctor are essential, and the child should be treated for any illness that may develop.

The Bureau sets at rest current notions that the child who has had rheumatic fever or rheumatic heart disease will be seriously handicapped throughout life. The fact is, the pamphlet states, that he can usually live a normal life and take his part in activities of his age group. Only a small percentage of children are found at adolescence to have so much damage to their hearts as to interfere with normal activity.

As to what is being done about rheumatic fever, the Bureau cites the special programs for its control now operating in a number of the states in connection with crippled children's services under the Social Security Act. A third of the states—California, Connecticut, District of Columbia, Iowa, Maine, Maryland, Michigan, Minnesota, Missouri, Nebraska, Oklahoma, Rhode Island, South Carolina, Utah, Virginia, Washington, and Wisconsin—now have such programs, and another third are planning them. To date, however, these programs are being operated in only a few counties in those states that have them, and are reaching only a small number of the children in need of care because funds are extremely limited in relation to need.

Under these state programs, special diagnostic services are provided for children suspected of having the disease, and medical services, hospital care, convalescent care, and after-care services are provided for the children who are found to have rheumatic fever or heart disease. Any medical care needed by the child is made available.

"All of the states," the Bureau says, "have recognized the need for programs of this kind, but are hampered by lack of funds and trained personnel and facilities. As a nation we have only taken the first step in the right direction in getting care and protection to these thousands of boys and girls."

Facts About Rheumatic Fever may be had free upon request to the Children's Bureau, U.S. Department of Labor, Washington 25, D. C.

Techniques of Textbook Analysis

By SIMON MARCSON

Assistant Professor of Sociology, The Pennsylvania State College

WE ARE all familiar with the elementary textbooks which were used in France and Germany after the last war to teach bitterness and hate. History textbooks were frequently rewritten in the direction of narrow nationalism with extremely harmful results. This type of textbook content creates misunderstanding and purveys false information.

We are, however, not as familiar as we might be with the types of content that appear in our own textbooks, newspapers, movies and radio programs. The fact is that biased and erroneous materials are to be found in our media of communications which may lodge prejudicial attitudes in the minds of our children. In order to avoid the consequences of these conditions the textbooks of all schools must be scrutinized carefully and systematically.

Recently this type of interest has developed in the content of textbooks in our grade schools, high schools, and colleges. Questions have been raised as to how various kinds of social groupings and problems are being depicted in them. Since a major responsibility for conveying concepts on social relationships rests upon the schools' teaching materials, the problem is a crucial one. These text materials, it can be shown, may be overtly or covertly contributing to the development of a given set of attitudes among our pupils and teachers.

As a result of the recognition of these problems the American Council on Education was led to appoint several committees on the analysis of American textbook contents. One of these committees, appointed a couple of years ago, dealt with the problem of the representation of Latin America in teaching materials. It found that in general there was inadequate presentation of materials on Latin America. Another committee has been at work on the representation of Far Eastern materials and has reported similar results.

More recently, a Committee on the Study of Teaching Materials in Intergroup Relations has been analyzing intercultural relations materials in textbooks. It found that secondary school textbooks present stereotypes about the various ethnic and racial groups in our population. Other

materials convey implicitly prejudicial notions. Frequently the treatment accorded such problems as prejudice, tolerance, public opinion or propaganda is inadequate or omitted entirely. Other texts present literary characters which come to symbolize certain groups as having a derogatory and inferior status. Too often such a problem as prejudice is met by the textbook writer on a level of exhortation rather than on any adequate set of social psychological principles.

These studies have attempted to answer questions on the nature of the content of textbooks. What techniques have been used in analyzing the content of textbook materials? The problem is not a new one. Interest in the analysis of the content of reading materials, whether book, newspaper or magazine is of some duration. During this period the techniques used for analysis have developed and changed frequently.

The recent American Council on Education studies have proceeded outside the sphere of these developments. The concern in content analysis is that of answering two types of questions: first, what does a communication say; and second, what effect does it have? The Council's studies have in a way been concerned with the first question only. The report on Latin-American materials consists for the most part of a review of textbooks in relevant fields by a number of instructors in those fields. No common method for validating their pronouncements is used. The more recent study on intergroup materials did develop a concern for a technique of analysis. However the methods adopted are those no longer considered adequate in content analysis today.

The problem of the technique used in content analysis is a highly important one. The usefulness of the resulting conclusions will depend entirely on the validity of the techniques used. If so unobjective an approach is used as selecting sentences and passages to condemn, then the result can only be controversy, since this permits any one to select passages for condemnation in terms of his biases and prejudices. This was the procedure used a few years ago by the National Association of Manufacturers in their report on textbooks.

The new developments in content analysis

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avoid the difficulties that a subjective study involves. Today content analysis has been accepted as an adequate objective procedure for governmental and non-governmental agencies in keeping them informed as to the reception and effects of their communications. It also is used by sociologists and psychologists who are interested in the content of press, radio and film for scientific purposes.

The techniques of content analysis are of two types: quantitative and non-quantitative. Non-quantitative studies of the content of communication materials have been carried out using varying techniques, some of which no longer find acceptance today. These have involved the use of summaries of particular sections of newspapers; historical studies of the newspaper for a special content; surveys of the content of different classifications of books such as novels and textbooks; and the study of language forms in sections of newspaper or radio.

Quantitative studies of media content range all the way from the early naive measurement of newspaper space to the present day refined symbol analysis. In the early studies the amount of space devoted to a topic was measured by column inches. Percentages were then computed to indicate the proportion of space devoted to an item, and conclusions were drawn on the basis of that without regard to such problems as themes, symbols, and the effects of such space distribution on the reader. Analyses of the content of films has been carried out by recording items on schedule sheets in terms of locale, economic status of leading characters, occupation, type of residence, etc., and more recently in terms of the types of symbols depicted. Radio programs have been analyzed in terms of the time devoted on types of programs such as educational, religious, dance, music, drama and sports. More recently I was engaged in the analysis of the content of radio programs in terms of the effect on the listener of selective themes and symbols.

The analysis of symbols and themes lends itself to a quantitative and objective approach and removes the resulting generalizations from the level of personal opinion. The frequency of symbols and themes appearing in a selected communication such as a textbook is determined by counts of their occurrence in the materials. The manner in which the particular item is presented is also taken into account. The high frequency of such items which link labor to the symbol "com-

DO YOUR TEXTBOOKS TELL THE TRUTH?

In an article in the December 31, 1945 issue of the *New Republic* Mark Starr points out that "one fundamental reason why we are fumbling with world cooperation is that the present generation has been mis-educated by its own nationalist textbooks." Mr. Starr cites examples of misinformation or bias in the textbooks of Japan, Germany, Britain, France, Russia, and the United States.

In a letter to the *American Teacher* Mr. Starr, who is a member of AFT Local 189, suggests that AFT members might perform a useful service by sending to the *American Teacher* examples of nationalist and class bias in the textbooks which they are using. We are glad to extend an invitation for such contributions.

munist" or the theme "strikes are harming the war effort" emphasizes an unfavorable participation of labor. This was actually found to be the case in a recent study of the content of a group of radio news programs. The content analysis showed in terms of the symbols and themes used with regard to labor that "labor was treated unfavorably on the top news programs of the four major networks during the period studied."¹

Such an approach lends itself to answering such questions as: how much attention is given to labor in teaching materials; which of labor's activities are selected for attention; what proportion of the attention given labor is concerned with favorable or unfavorable comment; what are the themes most frequently stressed about labor; what are the differences, if any, between types of teaching materials and between specific textbooks. The answers to such questions permit us to face their implied problems realistically

1. L. A. Sussman "Labor in the Radio News: An Analysis of Content" *Journalism Quarterly*, September 1945, p. 207. (The period used for the study was from September 17 to November 5, 1944.)

and factually. They would permit of determining as to whether all groups are receiving intelligent and balanced treatment in communication materials.

The scientific analysis of the content of our textbooks with regard to such problems as labor, race and religion is highly necessary. We ought to know the kind of themes and symbols that are being communicated to generations of Americans. We ought, too, to know what effect these ma-

terials are having on the attitudes and social relationships of our pupils as they become citizens. We need to create a body whose function it will be to present periodically to the public at large the objective findings as to the content of our textbooks. However, it is important that these studies be carried out so that they make use of the scientific techniques available today and not improvise on the basis of inadequate methods of yesterday.

12-Point Program for Community Action Presented by Chief of Children's Bureau

WHETHER the world is to have an enduring and a just peace is going to depend in the long run upon what we do for the children, not only our own, but all children," said Katharine F. Lenroot, Chief of the Children's Bureau, U. S. Department of Labor, in presenting a 12-point program for community action in 1946 to assure to each child "the kind of preparation for living that today's world demands."

"This nation, as every other nation," said Miss Lenroot, "must be concerned now about the stamina of its people and their ability to climb the long, uphill road leading to the realization of the aims for which this war was fought. Behind all arrangements now being made, and especially behind commitments for world security, will be the character, intelligence, purpose and will of the men and women who make up the citizenship of the nations.

"The most important long-range issues that confront us today therefore have to do with our children and youth. The kind of homes in which they are reared, the schools they attend, the communities in which they live, the spirit and purpose of the nation as a whole, these will determine how well our responsibility to them, and to the nation and the world, is met."

Practical steps that communities can and must take in meeting their responsibilities, as outlined by the Children's Bureau chief, call for:

1. Housing fit for children—"without this need met much of our planning must come to nothing."
2. Prenatal clinics for all mothers, and child health conferences for all preschool children to give them a good start in life.
3. Health centers and hospitals for the

whole community, well built, staffed, and equipped to give good care to all mothers and children.

4. Health programs for all school-age children and employed youth, with medical, dental, and nursing service and health education.
5. Nursery schools and kindergartens for preschool children.
6. Schooling for all children and youth, with good buildings and equipment, well-paid teachers, full terms, and well-rounded programs.
7. School lunches available to all school children with all children treated alike—"through a good school lunch we can make up to some extent for the inadequate diets many have."
8. Recreation programs for all ages.
9. Child-welfare services, well-staffed, and with adequate facilities for children needing special care in their own or in foster homes.
10. Day-care programs for children whose mothers are employed and for all other children requiring care away from home during the day.
11. Counseling and child-labor law enforcement to help boys and girls prepare for what they want to do and find suitable jobs.
12. Good local government, mindful of the problems and needs of children and youth, with opportunity for youth to share responsibilities.

"The job, of course, cannot be done by communities alone," Miss Lenroot added, "for community resources vary. State and Federal govern-

ments also have a responsibility, but the place to begin the job is where the children are. Every community should have within it a group of citizens officially entrusted with the responsibility for planning for its children. They must be aware, also, of the needs of children the country over, for no community can live to itself alone. What happens to children anywhere has a direct relation to the future opportunity and well being of all children everywhere in the nation."

While planning for our own children, Miss Lenroot said, concern must also be felt for the world's children, many of whom are living under hardships even greater than those suffered in the war years. "We must get help to them now and all the help we can for humanitarian reasons, which are sufficient enough," she said, "but in so doing we will help them as we help our own toward a better world, a world in which today's children, then grown, can live in peace, freedom, and security."

Mark Starr to Deliver Inglis Lecture at Harvard

Mark Starr, Educational Director of the International Ladies' Garment Workers' Union and a member of AFT Local 189, has been asked to give the Inglis Lecture for 1946 at the Graduate School of Education, Harvard University. Alexander J. Inglis, in whose honor the annual Lectureship was founded in 1924, was a member of the Harvard Faculty and distinguished himself as a writer about the purposes and problems of the American high school. The lecture, to be delivered on March 29, will be published later. Dr. Harry W. Holmes, Chairman of the Lectureship Committee, has suggested a frank exposition of how Labor looks at the schools and of the ideas of the trade unions about their improvement, in addition to a description of Labor's own educational efforts.

Can Teachers' Unions Save Our Schools?

By DELOS O'BRIAN. This article was published in the "Sunday Star" of Wilmington, Del.

Last week this advertisement appeared among *PM's* free want ads for veterans of this war: "Former High School Teacher, 6 years of college, desires position with reliable firm having opportunity for future advancement."

This advertisement tells a tragic story. It is the story of thousands of men and women abandoning the teaching profession.

Most of us have not yet wakened to the truth that there is, in America right now, a dangerous and threatening shortage of public school teachers.

Last year over 10,000 classrooms were closed because there were no teachers to keep them open. About a million and a half pupils were left teacherless by the increasing and continuous exodus from the teaching profession.

The teacher shortage is acute in Delaware as it is in every other state. Here as elsewhere teachers are not only leaving the classroom for food, but young people are no longer choosing teaching as their life work.

In 1940 the University of Delaware graduated 77 teachers, but in 1945 it will graduate only 18.

We are only kidding ourselves if we attribute our vanishing teacher population to the war. That undoubtedly has aggravated the problem.

The chief cause of the alarming teacher shortage, however, is not the war but wages!

The miserably low wages that we pay our public school teachers is a national disgrace. Hundreds of men and women are getting as little as \$600 a year to teach our sons and daughters the

rudiments of knowledge. Moreover, the top salary to which a teacher may aspire in the best paying school job is away below what he would get anywhere else.

Most of us love to talk about this problem. So far we have done practically nothing to correct it. The chances are, judging from our inaction in the past, that we intend to do nothing about it.

The bugaboo of higher taxes worries us more than our "tightwad tradition" toward teachers' salaries.

In the meantime, as an editorial in *The Federation Teacher* (a paper published by the Wilmington teachers) points out, public school teachers flock away from the classroom to other jobs where they are paid better and respected more.

There is probably just one ray of hope that this tragic trend, which endangers our whole American system of public education, may be reversed. That hope lies in the growing strength and influence of teachers' unions.

Already teachers' unions are focusing public attention upon teachers' problems, and are forcing some progress toward a solution. These unions, however, are still too weak to turn the tide alone.

The future hope of our free and public educational system in America depends upon the chances that teachers' unions will grow stronger.

Only thus, does it seem, will the public be warned that to dillydally longer means the serious impairment, if not the eventual ruination, of the finest system of public education in the world.

UNRRA CAN'T

IT IS a cold winter in the United States, but in Europe there is added to the cold, widespread hunger and destitution. The situation is so desperate that private relief is urgently needed for areas which UNRRA cannot reach.

For this reason, twenty-two American relief agencies in the field of foreign service have united to form a gigantic cooperative organization to rush food stuffs from individuals and organizations in America to individuals and organizations in war-torn Europe on a non-profit basis.

Donald M. Nelson, president of the Society of Independent Motion Picture Producers and formerly head of the War Production Board, has been selected as executive director, or manager, of the organization.

The organization is called the Cooperative for American Remittances to Europe (CARE) and is incorporated under the D. C. Cooperative Law. The plan on which the organization will work is a simple and direct one, modeled somewhat after a food package program of the American Relief Administration after the last war. It will be

handled entirely by voluntary agencies but will have the active support of the United States State Department, United Nations Relief and Rehabilitation Administration, and the President's War Relief Control Board.

\$10 Will Provide 40 Meals

Food remittances will be sold at a price of probably \$10 a package and standard food packages will be delivered to designated individuals or groups on the other side. Each parcel contains 40 complete and adequate meals. The Army is releasing surplus food already in Europe to enable CARE to supply food at low cost. Large scale purchasing and non-profit operation will make it possible to provide the maximum possible food in the shortest possible time.

The twenty-two participating agencies represent all faiths, the AFL, the CIO and most of the major relief agencies in the foreign field. All of the organizations are members of the American Council of Voluntary Agencies for Foreign Service which sponsored the organization of CARE.

These two photographs were taken in an old nunnery about 25 miles from Munich, where 202 displaced children have been under the care of Team 182 of UNRRA. Before liberation, most of the children in the photograph below were working as slave laborers in Germany or living in concentration camps. The parents of these children, of all nationalities, have been lost or killed.



DISPLACED CHILDREN TRY TO FORGET SLAVE LABOR AND CONCENTRATION CAMPS

TO EVERYTHING!

Murray D. Lincoln, president of The Cooperative League of the USA, was elected president of CARE at the first meeting of the board of directors. The vice-presidents of the organization are Lt. General William N. Haskell (retired), Save the Children Federation; H. Eastburn Thompson, American Friends Service Committee; Matthew Woll, Labor League for Human Rights, AFL; and Irving Abramson, National CIO Community Services Committee. Secretary of the organization is Thomas Keogh, War Relief Services National Catholic Welfare Conference; and Treasurer, Alexander Landesco, American Jewish Joint Distribution Committee.

The agencies participating in the organization are as follows:

American Relief for Norway, Inc.
American Christian Committee for Refugees, Inc.
American Friends Service Committee
American Jewish Joint Distribution Committee, Inc.
American Relief for Czechoslovakia, Inc.
American Relief for France, Inc.
American Relief for Poland, Inc.
Committee on Christian Science Wartime Activities of the Mother Church

Most of these tiny tots were born in concentration camps. To assist in caring for them the older children in the nunnery gladly volunteer their aid. They help by feeding, bathing, and entertaining the younger children and by keeping the nunnery clean and livable. With the aid of the UNRRA team at work here, the children are gradually learning of things other than war.

Congregational Christian Service Committee
Cooperative League of the USA
International Rescue and Relief Committee, Inc.
Labor League for Human Rights, AFL
National CIO Community Services Committee
Paderewski Testimonial Fund, Inc.
Save the Children Federation, Inc.
Tolstoy Foundation, Inc.
Ukrainian-American Relief Committee
Unitarian Service Committee
United Lithuanian Relief Fund of America, Inc.
United Yugoslav Relief Fund of America
War Relief Services National Catholic Welfare Conference
YWCA-World Emergency and War Victims Fund

Donald Nelson said in accepting the position of executive director that he felt he could not turn down the responsibility for service in an organization which would make it possible for the American people to participate directly in a program to aid suffering Europe.

Three Groups Send Aid to Anti-Fascists

A campaign to have European democrats and anti-Fascists adopted by Americans who would send them food, clothing and mail is being car-



LITTLE VOLUNTEER WORKER HELPS TO CARE FOR TINY TOTS

ACME PHOTOS

ried on by the INTERNATIONAL SOLIDARITY COMMITTEE. The work of this committee is unique in that its main emphasis is on the adoption of an anti-Fascist and the *direct contact* between sender and receiver.

While the American people see the relaxation of war controls and rationing, all Europe is in the grip of cold and hunger. Particularly hard hit are the anti-Fascists who continued the struggle against Fascism. Many of these first fighters against Fascism are sick, wounded and in need of help and encouragement.

These men and women include Germans who fought Hitler in the underground, Spaniards who fought magnificently against the Fascist tide, Frenchmen who fought in the Maquis, Norwegians, Jews, Italians, Poles, democrats and anti-Fascists of every nationality.

The International Solidarity Committee, at Room 516, 303 Fourth Avenue, New York 10, N. Y., invites all American liberals and progressives to share in their work. Those interested can write to the committee for the name of an anti-Fascist and shipping instructions, stating their language preference. Or if they cannot adopt an anti-Fascist, they can contribute money so that the flow of packages may continue.

Two other organizations helping European anti-Fascists are the INTERNATIONAL RESCUE & RELIEF COMMITTEE, which specializes in sending packages of clothing from their warehouse at 130 Orchard Street, New York 2, N. Y., and the JEWISH LABOR COMMITTEE, 175 East Broadway, New York 2, N. Y., which sends food and clothing to Jewish refugees.

Britain Has Done More Than Her Share

In spite of short rations at home and the fact that she must import a great part of the food she consumes, for the past two years Britain has furnished quantities of food to liberated countries. With sugar and syrup, canned meat, fish, oils and fats closely rationed, she sent 141,000 short tons of these items to SHAEF alone between D-Day and October 1st, 1945. Three hundred and twenty-one thousand tons of wheat and flour went in the same period. These figures do not include provisions shipped direct to France, Belgium, the Netherlands and other areas freed from enemy control. Biscuits, cheese, dried milk, dried eggs and dried fruit, tea and chocolate have also been supplied. Altogether the tonnage of food delivered from the United Kingdom to liberated Europe in the period noted was nearly 1,000,000

short tons. This is as if each individual in Britain had every month from May, 1944, through September, 1945, sent a parcel of food to Europe weighing 4 $\frac{1}{4}$ pounds net.

These supplies, taken from wartime stocks of food, might have been used to make welcome increases in domestic rations. Instead, the British Government chose to preserve them for Europe. Now the level of food stocks in Britain has fallen as far as it can be permitted to go and still maintain a safe margin for domestic distribution.

Now It's Up to Us

"Now that the fighting has ceased and the danger is less obvious," said General Eisenhower, "it is perhaps difficult for our people in this country to visualize the desperate needs of the people of Europe and the necessity, if our military victory is to have lasting significance, of our successfully completing the job of making possible a peaceful world." He stated that if the situation is not to become "so disastrous as to make men wonder if it was worth while to have taken up arms against the Nazis, we in the United States—which is truly the land of plenty, as compared to Europe—must be prepared to discharge a very heavy responsibility."

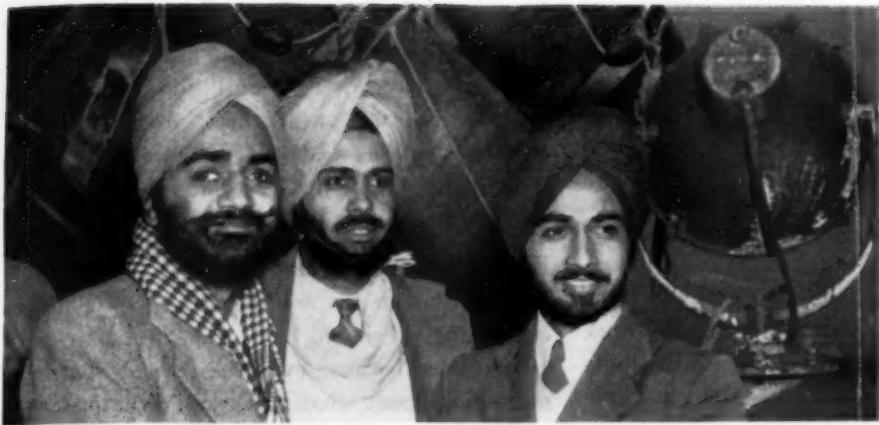
An Opportunity for Art Teachers and Students

Free, all-expense trips to Mexico for three teachers and a student is the offer being made by the Louis Melind Company in connection with its third annual Justrite Drawing Ink Contest. There are also 53 cash awards and scholarships to such famous schools as the Chicago Academy of Fine Arts, the American Academy of Art, International Correspondence Schools, Art Instruction Inc., Bradley Polytechnic Institute, Art Center Association, Meininger Art School, Moore Institute of Art, Science and Industry and other outstanding organizations.

In Mexico travel will be under the auspices of S I T A, America's largest organization for educational travel, offering adventure and study trips for students and teachers to all parts of the world. Folders on S I T A tours are available from contest headquarters or your local travel agent.

Promotional material on the design contest, including a large 4 color Mexican poster, may be obtained without charge from your local school, art, or office supply dealer or by writing to the Louis Melind Co., Chicago 10, Ill., mentioning the AMERICAN TEACHER.

The contest closes on April 20, 1946.



THREE STUDENTS
FROM INDIA
SEE NEW YORK

Acme Photo

These three young men arrived in New York recently with 85 other students from India and a group of Chinese students coming to the United States to continue their education. Of the three students shown here, one planned to attend Alfred University, another Cornell, and the third the University of Illinois. The U.S. Department of State is encouraging a movement for international exchange of students. This is an excellent way to improve intercultural relations.

What the Bureau for Intercultural Education Is ... And What It Can Do For Your School

By the Staff of the Bureau for Intercultural Education

WITH the quick heightening of tensions among Americans of varied religions, races, and nationalities, and the aggravation of problems brought about by social and economic conditions, many of us realize sharply that America must develop further a truly democratic way of life.

So we formed a Bureau

It was the recognition of intercultural understanding as one of America's most serious necessities that led some of us to break off our teaching, our editing, our research, our social work, and to come together to try to discover techniques that could be used by the thousands of educators who are ready and willing to work seriously against prejudice. The Bureau for Intercultural Education, made up of professional workers, has for its object the improvement of democratic human relations.

We work primarily through the schools

"Intercultural" means "between and among cultures." "Culture" itself implies the creation and teaching of attitudes and behaviors by human beings to each other through schools and other social institutions. "Education" implies primarily the public schools and all that is connected with them. Thus the word "intercultural" indicates both inter-personal and intergroup exchange of ideas, practices, and understandings.

Our first job: to develop "know how"

The fact that both scientific information and reliable, successful experience in intercultural education are limited defined our first task: to develop "know how." Laboratory experiment through the schools offered us the soundest and most direct approach.

Here is how we're doing it

The Bureau studies ways of improving human relations through working intensively with a few school systems. The work must be intensive if we are to be able to draw dependable conclusions from it. The knowledge and experience we gain eventually will benefit all school systems.

The Bureau serves as a central source for the best available learning materials. Original material in the form of books, pamphlets, magazine articles are published when these represent fundamental experimentation and research; joint publications are produced and advice given to educational organizations and publishers; helpful bibliographies, articles, and pamphlets by many individuals and organizations are distributed; a library open to anyone working on intercultural education is maintained.

The Bureau carries on a program of training for professional leadership. It works closely with scientists whose fields of research have a bearing on intercultural education; their knowledge is made available through conferences at which the

scientists present their findings and through the publication or reprinting of their materials.

The Bureau supplies special services and general consultation to workers in juvenile literature, radio, motion pictures and comics, to the social agencies who can best help the schools, and to adult education projects.

We learn as we work

Since our object is to develop "know how," the three school systems whose invitations to work with them we have accepted—Gary, Philadelphia (a childhood education study) and Detroit—were selected because we felt they present sharply defined and urgent problems, the study of which would teach educators most for effective intercultural programs. We have extended our work to a few other school systems on a less inclusive basis. The selection of these centers was again made because of what could be learned from them.

We develop learning materials

Learning materials are important to any program developed through the schools. Our work includes the preparation of materials for teacher education, books and plays for high school students, work in progress reports on current research, the encouragement of the production of worthy materials, the distribution of the best available printed materials, and the dissemination of audio-visual aids.

We help with leadership training

Since no amount of valuable study can become effective in our schools and communities without competent leaders, another emphasis in our work is leadership training at the professional level. Our work is through university workshops, through school conferences between and within school systems, through meetings with advisory groups such as our Committees on Teacher Education and on Learning Materials, and through inter-staff conferences with intercultural organizations.

Right now we must concentrate

All Bureau services to their fullest capacity are focused upon this program of intensive learning. Our conviction is that sound work on selected problem areas will achieve more in the long-run than superficial attention to many demands. This is why we concentrate, for instance, on a few school centers. Naturally, such an intensive program means that with our limited

budget and our limited staff we cannot answer so fully as we should like the hundreds of requests which we have every month for assistance or advice or information. We feel, however, that the first necessity in a successful national program is the gathering of just the data and insights we are gathering now through our intensive work.

Keep on coming to us

Even though we are not always able to do everything we should like to do, we do welcome all requests, because even the requests teach us something about what is needed. We answer all of them to the extent of our ability, as the Bureau goes on with its learning work.

This is what you can get from us now

Here are some of the present services now available to educators and community workers which we have developed:

1. *A catalogue*, "Publications on Intercultural Education," lists 140 books, pamphlets, articles, and bibliographies which the Bureau distributes free or at a minimal cost. These titles include the Bureau's series of books published by Harpers, the Work in Progress Series of laboratory reports on the Bureau's work, joint publications with such groups as the National Education Association and the American Education Fellowship, materials for teachers and students reprinted by the Bureau. In short, the best by specialists in intercultural education is published or distributed by the Bureau for use in American schools.

2. The *Intercultural Education News*, a quarterly including articles on topics of broad intercultural concern, is available without cost to anyone who requests it.

3. *General consultations* are held by mail, telephone, and in person at the national office. We receive hundreds of questions or requests every month and we give them just as extensive attention as we can possibly manage with our limited staff.

4. *Consultation in the field*. A day's professional consultation service away from the office can sometimes be supplied for a fee of \$50.00 plus expenses.

5. *Speakers* can be supplied when we have them available. For instance, at present our staff anthropologist is largely engaged in speaking to selected groups. Speakers are supplied without charge to educators in the school centers in which our intensive action-learning is taking place, and also for a few national, regional, and state educational meetings, and to certain conferences of professional staff members of agencies in the field. To everyone else, there is a fee of \$100.00 a day for large meetings such as national community organizations and \$50.00 a day for smaller meetings, plus expenses in both cases.

6. *Seminars and conferences*. Workers in the field are invited to attend the Bureau Seminars and conferences with scientists and leaders in the area of human relations.

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7. *Advisory services.* While we are not at present equipped to do a comprehensive job of working with people who prepare material for public media—editors, comic strip artists, radio writers, film writers, etc.—we are glad to give information in any of these fields whenever we find opportunities to make contributions.

8. *Work with schools.* Our intensive work in schools, and our work of intermediate concentration, is done by invitation of the school system. In all cases, the initiative of inviting the Bureau comes from the school system, and the control rests with the school system throughout the period of the Bureau's work. The Bureau's contribution lies in stimulus in technical guidance, in supplying of materials, and in evaluation of methods, practices, and aims.

9. *Laboratory centers.* The school systems in which we are working are hosts to accredited visitors who wish to inspect the work being done. Permission to visit the school centers may be arranged through the Bureau.

10. *Professional training.* Any school, school system, college, or university may apply to the Bureau for professional training of its staff. The Bureau acts as educational consultant in workshops and conferences and is prepared to offer help and direction to selected institutions in both pre-service and in-service training.

How and Why We Differ

The American Federation of Teachers differs from other groups in two fundamental respects: (1) it is controlled by classroom teachers, and (2) it is affiliated with organized labor.

School officials with the power to hire and fire teachers are not eligible to membership, although the constitution of Local No. 540 does not totally exclude them. The AFT is anxious that each one of its locals maintain full freedom of discussion and arrive at decisions uncoerced by considerations of personal advantage which often hamper groups dominated by supervisory officers. Whenever a school superintendent initiates a program to the advantage of teachers and pupils, he may count on the support of the AFT.

The second distinguishing feature of the AFT is affiliation with labor. Through a century-long battle to establish free public education at all levels, labor has been the schools' staunch champion. When in economic hard times big business, through taxpayers' associations, loosed an assault on education, labor alone gave unwavering support.

The program of the AFT is well-summarized by its slogan, "Democracy In Education, Education For Democracy." Teachers in many cities have learned that only through a national classroom-teacher-controlled organization affiliated with labor can they hope to put that program into effect.

From the *Rockford Teacher*, published by Local 540, Rockford, Illinois.

Academic and Practical Integrated in Rural Schools Of Ceylon

An experiment in education, known as the "rural scheme," has been developing in Ceylon for the past thirteen years with the keen interest and gradual approval of the villagers.

The new method is a combination and integration of academic work and practical application, comparable to the so-called "activity program" but much closer to the lives of the people. Anything up to half the school day may be assigned to practical work.

The health work includes physical drill and organized games, local sanitation and general health habits, preparation of food, and first aid practice. The study of the locality includes map drawing, climate, and weather records. The study of occupation varies considerably from one locality to the next, and deals with a multitude of agricultural problems: cultivation, types of seed and fertilizer, care of animals, and marketing of crops. Even the work in literature, art, and music is concerned largely with local lore and legend, traditional dances, and dramatization of folk stories.

A renewed interest in academic studies has developed, as pupils perceive the application of mathematics to ordinary life and relate their written work to practical undertakings. School finances are handled by the teachers and pupils, with considerable profit, as the schools have engaged in extensive agricultural enterprises. Between July 1943 and August 1944, 19,487 acres were being cultivated by schools. By sharing the profits from the work each pupil hopes to have about \$100.00 to his credit when he leaves school.

For some time there was opposition from the parents, who considered that time spent outside the classroom was wasted, as it did not help pupils to pass examinations; but a comparison of figures at public examinations has shown that pupils from rural scheme schools have invariably fared better than others in the examinations.

The training center at Mirigama has largely contributed to the success of the scheme. Successive batches of teachers have been sent out to selected schools, either to start the scheme or to enlarge the scope of the work.

From "London Times Educational Supplement."

Is Housing a Problem for Education?

By MILDRED WIDEN, Local 1, Chicago

TEACHERS have a special reason for being interested in housing projects. For nowhere are the effects of poor housing more obvious than in the classroom. The extent to which housing conditions influence the child can be understood most clearly when one has before him a classroom of pupils, some of whom live in a modern sanitary housing project, while others live in poor, ramshackle, unsanitary homes in slum conditions.

The differences are manifested not only in the physical appearance of the children but also in their attitudes, their behavior, and their ability to do school work. It is quite obvious to any teacher working in an under-privileged area that the child from an overcrowded, tumble-down home which lacks proper water and toilet facilities and has a faulty roof, broken stairways, etc., will develop different reactions from those of the child coming from a safe, sanitary, comfortable home. It is only natural that the child living in a slum building should develop a personality of slovenliness, instability, conflict, and confusion. The child from such a home is often unusually sensitive and ready to fight at the slightest provocation.

From my observation and study of children living in a housing project I should say that this type of housing has the following advantages:

1. The relatively permanent residence afforded by project housing gives the child a feeling of stability and permanency. He feels that he belongs to a definite group having common interests. His friends and playmates living in the same project afford him companionship and the "we feeling" which is such a satisfaction to any child.

2. The sanitary conditions, the modern plumbing and modern heating plants, and the safe shelter promote better health and morale. There is less absence among these children than among their less fortunate classmates. They take pride in their appearance and their clothes. They have more vivacity and are better able to adapt themselves to the regular classroom routine. Their behavior is better and they manifest greater self-respect and a desire for success.

3. The children's desire for sociability is satisfied when they have decent, safe places in which to play and to meet congenial friends. The par-

ents of children living in housing projects also have common interests and seem to pay more attention to their children's attitudes and attainments at school. These parents talk to other "project" parents about their children's school work and are, therefore, better acquainted with what goes on in school. The children know this and are more likely to try to do their best in their school work.

My experience in teaching in an under-privileged area has brought home to me forcefully the importance of providing good, sanitary shelter as well as happy, healthy living conditions for all children if we want them to derive the greatest possible benefits from our educational facilities. For education occurs not only within the four walls of the schoolroom; the educative forces outside of school play too large a part in a child's life to be overlooked as unimportant. It must be remembered that children spend from 50% to 95% of their time (depending on their age) in the home. Thus the home is one of the greatest educative factors.

Educators, therefore, cannot remain impartial with reference to the promotion of housing projects. They must take the responsibility of consciously molding public opinion to the support of more and better housing projects.

SHOULD HIDE THEIR HEADS IN SHAME

"There is not one school teacher out of 20 in my state who draws as much money as a street car conductor in Washington did before the strike."

That argument was used this week by Congressman John E. Rankin (Dem., Miss.) against the Washington street car and bus drivers' strike for more pay.

It apparently did not occur to Rankin that his words were a better argument for raising the wages of the miserably paid Mississippi school teachers.

If what he said of teachers' pay in his state be true, he should blush to admit it, instead of bragging about it on the floor of Congress.

From the *Tri-City Review*, Rock Island, Davenport, Moline, Dec. 7, 1945.

The Human Relations Front

By LAYLE LANE, Chairman of the AFT Committee on Cultural Minorities

"Come, my friends, 'tis not too late to seek a newer world."

TENNYSON..... Ulysses

CREDITS

The Produce Drivers and Employees Union Local 630 (AFL) voted to open its membership to Japanese Americans. This made it possible to break the ban of the Los Angeles wholesale produce markets against the employment of Japanese.

* * *

A bill, S 1002, has been introduced in the Senate at the request of Señor Luis Munoz Marin, president of the Porto Rican legislature, and also upon the recommendation of Pres. Truman. The bill authorizes a plebiscite in Porto Rico upon these choices: independence, statehood, or dominion status.

* * *

The Bureau of Intercultural Education has made available for 5 cents, a reprint of Mrs. Trager's *Intercultural Books for Children*. The list is the result of culling and evaluating, with a 12-point yardstick, 22 lists of books. The resulting 61 titles for children from pre-school through junior high, are both good literature and "significant from an intercultural point of view."

* * *

The school board of San Diego, Cal., refused to remove a Negro teacher from a junior high school after a hearing on a petition of 1900 persons seeking his removal. The Superintendent of San Diego said the "charges in the petition were not substantiated as the Board had received no complaints from either parents or students."

* * *

Mr. Henry C. Turner, Chairman of New York State FEPC, reported success in the first six months of the operation of the law. "A total of 189 cases," he stated, "had come before the Commission and 140 had been settled. No formal hearings have been resorted to and not one had failed of settlement in the conciliation and conference stage . . . to meet the problem of discrimination fully, the *educational work* to be done by the commission is of supreme importance."

* * *

On Jan. 10, 1946, the Philadelphia Federation of Teachers held a public meeting on the subject, "The Treatment of Minorities in Textbooks." Prof. Simon Marson, of Penn State College, discussed the topic and conducted a question period on the ideas, opinions, and attitudes that boys and girls get from books.

* * *

Chester Bowles, price administrator, was praised by the NAACP for his forthright charge that government agencies were turning down Negroes and other minority group workers, despite many vacancies and many requests from agency heads for workers.

DEBITS

The Ku Klux Klan, with the burning of a fiery cross on Stone Mt., Georgia, announced its revival. Dr. Samuel Green, Grand Dragon, claims a membership of 20,000 in the state. He says the Klan is no longer on a national basis, but consists of voluntary state groups.

* * *

Eight conscientious objectors at Ashland, Ky., Federal Prison are in solitary confinement for opposing prison discrimination against Negroes.

* * *

Ten thousand of the original 36,000 Japanese-American residents of Los Angeles County, Cal., have returned to the county. But because they have been unable to rent land "have been unsuccessful in getting back into farming operations."

* * *

David W. Risling, of the Karok tribe of California Indians, said "conditions in Northern California reservations had become worse, since the boys went to war. The fences are all down and the hogs have gone wild in the mountains. We have fine creeks and rivers representing lots of water power, but no electricity on the reservation. The houses are falling down. Up there it's just like taking up a homestead. We're back in the 1850's." The chiefs of the California Indians are asking for an immediate rehabilitation program and also for court hearings in California in settlement of their claims against the U. S. dating back to the Treaty of 1851-52.

* * *

The Committee on Transportation of the State Teachers Association of South Carolina, meeting during the holidays, pointed out the disparity in state expenditures for white and Negro students. "\$40 is spent to educate white students in high school for every one dollar on a Negro student. Ten of the state's 46 counties have no high school facilities for Negroes at all. Further, a large per cent of Negro pupils never enroll in high school because of the lack of transportation facilities. In 1944, \$687,642 was spent in South Carolina to transport 27,028 white students to high school, but only 343 Negro high school students were transported, at a cost of \$2,045."

* * *

The National Urban League, in a memorandum entitled "Racial Aspects of Reconversion," points out that 83% of the urban dwellings occupied by Negroes are in need of major repairs or have plumbing deficiencies, as compared with 45% of those occupied by white persons. Moreover 25% of the urban dwellings occupied by Negroes are over-crowded, with more than 1.5 persons per room, as compared with only 8.5% for white persons.

BOOKS AND TEACHING AIDS

The Springfield Plan In Pictures and Text

THE SPRINGFIELD PLAN, by Alexander Alland and James Waterman Wise. *The Viking Press*, 18 E. 48th Street, New York 17, N.Y. 1945. \$2.50.

In pictures and text this attractive book tells the story of the famous Springfield experiment in education. The book is written for both school people and laymen. Members of any community could get from it some concrete ideas for adaptation in their own city or town.

Alexander Alland is a photographer who has specialized in pictures of minority groups, and of scenes showing democracy at work. James Waterman Wise, Director of the Council Against Intolerance, has a long list of books to his credit, among them *Mr. Smith, Meet Mr. Cohen and Very Truly Ours*.

John Haynes Holmes makes the following comment on this book: *The Springfield Plan* is a testament of brotherhood, and the dream of America come true. Beautiful pictures combine with highly intelligent text to tell how the problem of human relations may be understood and solved. The work is fascinating—and inspiring!"

Our Major Problem— Group Relationships

CIVILIZATION AND GROUP RELATIONSHIPS, edited by R. M. MacIver. Harper & Bros. 1945. pp. 177. \$2.00.

Neither education nor religion has before tackled the job of fighting against group discrimination. Here is a job for pioneers, for men and women who dare new and sometimes fantastic things, for as Mark Starr says: "If group discrimination persists, Hitler wins and democracy is doomed."

This is another important volume in the series published by the Institute for Religious Studies. One of the most encouraging signs of the times is that education and religious leaders from Springfield to San Diego realize that education has a new job—social education; not civics, not sociology—social education.

As several of the writers point out, notably Dr. MacIver in his opening and closing chapters, perhaps the major problem of our time is the overcoming of group antagonisms. It is the peculiar problem of the United States, made up as it is of so many groups—racial, religious, nationality. This question of social relations must be solved. Discrimination against any group is "contrary to the fundamental principles on which this country is presumed to have been founded." Groups are different and it is not the goal of social education to produce uniformity. What we have to advance toward is the common rights of all groups.

The great fundamental premise of the new education (the ideal behind the ideal America) is that what we

have in common is more basic and important than what we have separately. We can start in the schools. That is the great need today—more aids and guides for all teachers in this new field, and, most important of all, teachers who themselves are free from prejudice, who neither by word nor gesture ever discriminate against a member of any group. "There are two media through which such instruction can be conveyed. One is the living word, the great medium of the word. The other is our way of life."

This book is one sign of the new day. Every month we see more articles on intergroup education. In another decade there will be a whole library of books, charts, motion pictures, and exhibits on this one subject.

There is no space in a brief review to more than mention the names of some of the great educators who have contributed to this book: Karl Llewellyn, E. C. Lindemann, Mark Starr, Robert Lynd, and Donald Young.

Whether you teach arithmetic, history or geography this book is must reading for all alert teachers.

JAMES M. YARD, *Director,
Chicago Round Table of Christians and Jews*

Bulletin Analyzes Problems In Education of Negroes

The background and characteristics of returning Negro veterans and war workers and the problems they present, as well as certain lessons that may be learned from their army days and experiences, are presented in a bulletin, "Postwar Education of Negroes," published by the U. S. Office of Education, Federal Security Agency.

For those concerned with the educational adjustment problems of Negro veterans and war workers, and the institutional adaptations necessary to meet postwar conditions, it should prove helpful.

Among the problems emphasized in the publication are: (1) The health status of Negroes—shown by Selective Service data to be far below that of other groups; (2) Lack of occupational preparation—revealed by the small number of skilled workmen among Negro recruits; (3) Educational deficiencies—evidenced by the fact that approximately two-thirds of the Negro inductees had not progressed beyond the eighth grade; and (4) The need of improving inter-group relations—shown by the increase in and intensification of human contacts.

While the study is particularly concerned with the counseling and education of Negro veterans and war workers, a special section is devoted to implications for general education on the elementary, secondary, and higher levels, and for adult education and community action.

The bulletin was printed through a special grant from the Julius Rosenwald Fund. It was prepared by Ambrose Caliver, Specialist for Higher Education of Negroes, U.S. Office of Education, to whom requests for copies should be directed.

Practical Aid Offered For Teaching Through Radio

TEACHING THROUGH RADIO, by William Levenson. *Farrar & Rinehart, Inc.* New York, 1945. \$3.00.

Teaching Through Radio by William Levenson, reveals the use of this modern medium in our modern world. The ideas in this book are not generalizations, for they come direct from a connoisseur of radio teaching. The material is informative and usable, and a close-up is presented of an alive workshop, namely, the Cleveland Public School Radio System. The experiments and the results will be most stimulating to every radio-minded educator.

Mr. Levenson gives the teacher something tangible with which to work. *Teaching Through Radio* charts the course in radio teaching. As a cookbook serves the cook, as a guide book directs the traveler, just so this book unravels the tangled puzzle of how to teach through radio. It is broad in its coverage and not only discusses fully the Cleveland experience, but presents the techniques and basic information needed by teachers and school administrators in a variety of situations.

The author has been most generous in his practical helps; and in his illustrative material, he has suggested scripts, types of programs, and has emphasized some of the *musts* in radio broadcasting, such as timing the talk, projecting enthusiasm, and suggestions for improvement.

The chapter on the school radio station strikes a timely note in a period when numerous school radio stations are developing a function in American education.

The activities of Station WBOE, Cleveland, are analyzed. The procedure for obtaining educational broadcast facilities is explained thoroughly and vividly. There is no need for the oft heard complaint: "I am interested in radio, but I know little about it. I don't know how to begin it."

Mr. Levenson's book answers your questions, and it should give you courage to teach through radio.

MARJORIE DORNBURG, *Local 28, St. Paul*

A Forceful, Lively Text For High School Economics

ECONOMICS FOR OUR TIMES, by Augustus H. Smith. *McGraw-Hill Book Company, Inc.*, 330 West 42nd St., New York 18, N. Y. 534 pp. \$1.88.

In *Economics For Our Times*, Augustus H. Smith has woven in with the fundamental facts of economics a wealth of practical problems that gives to his treatment of economics a force and liveliness that is unusual. He has taken into account the social effect of the rapid economic changes since the first world war, and opens the way for discussions of the reforms and adjustments that our society must make.

An outstanding feature of the book is the use of a series of unusually interesting problems for the purpose of analyzing personal and social economic situations. This should be an exceptionally helpful learning device.

The material has been selected with great care. The manner of presentation is such that the student interest

will not lag. Listing the aims at the beginning of each chapter and summarizing the development furnishes a helpful directive to the pupil. The text meets every need for secondary school economics.

S. FLOYD STRAITIFF, *Local 400, Pittsburgh*.

John Q. and Missouri Mac Discuss Large Corporations

SEE HERE, PRIVATE ENTERPRISE, by H. Sabin Bagger. *The Island Press Workshop Press Cooperative, Inc.*, 470 West 24th St., New York 11, N. Y. 152 pp. Cloth \$2.50, paper \$1.50.

This book is for the most part a question-answer treatment of the influence of large corporations on the economic and social welfare of the mass in America. The discussion of this problem between John Q. and Missouri Mac makes up the entire book. The corporation is not given an opportunity to defend its policies in this discussion but excellent arguments are presented against large unregulated corporative types of business organizations. The book has a wealth of statistics and arguments on present day economic problems.

S. FLOYD STRAITIFF, *Local 400, Pittsburgh*

Audio-Visual Discussion Kits On Economic Topics

Pioneering in a new field of popular economic education, New Tools for Learning has announced a series of easy-to-use audio-visual discussion kits for community groups. These kits, which feature a choice of film strips, lantern slides, pamphlets, and recordings adaptable to any group, equipment or budget, deal with major economic questions in graphic presentations and everyday language. New Tools for Learning is a non-profit, educational organization working in cooperation with the University of Chicago Round Table, Public Affairs Committee, Inc., New York University Film Library, and New York University Institute on Postwar Reconstruction, under the joint sponsorship of the Alfred P. Sloan Foundation. Material is adapted from publications, transcripts, films issued by member projects.

The initial series of kits includes five timely subjects: Foreign Trade, Full Employment, Inflation, Technological Unemployment, and Sound Investment versus Idle Savings. Available on a purchase or rental basis at minimum cost, the kits are planned to enable community groups of all sizes, from neighborhood "block" discussions to town-wide civic forums, to arrange provocative and informative programs with no expert present in person. Modern see and hear media, widely and effectively used in wartime training programs, display and talk the facts.

Each kit contains visual material—graphs, charts, pictures—to clarify the subject. Identical visual materials are available in four styles—film strip, 2x2 or 3½x4 lantern slides, or individual pictorial pamphlets. Choice of visual material is according to the equipment, budget or preference of the group. Professionally produced commentary on a phonograph record—easily regulated to provide for adequate discussion of each point—explains the visual material, poses questions for discussion,

presents answers for evaluation. Each style of kit includes a discussion guide which repeats the commentary of the record, plus easy-to-follow directions on use of the audio-visual materials. If the leader prefers, he can present the commentary orally.

Every member of the group can have an opportunity to express his opinion, to agree or disagree as the discussion proceeds. In the kit on "inflation," for example, the initial slide and commentary ask "Now that the war is over what will *your* family buy?" Succeeding graphs illustrate how much the American public has saved and in what way, and discuss what will happen if everybody now tries to satisfy his needs. National and world problems are reduced to understandable terms of personal experience. Maps in the "foreign trade" kit, for instance, show far-flung parts of the world which contribute raw material for our automobiles, our telephones.

This dynamic discussion method provides the authority of specialized knowledge, arranged for ease of presentation. It moves along with its own momentum. Resources are designed to stimulate thinking and start discussion, to keep group talk to the point and to develop a clear understanding of the issues involved. Notable feature of the kits is that Mr. or Mrs. Average Citizen, with intelligent preparation, can take over group leadership with assurance of a lively, worthwhile session.

For further information write to NEW TOOLS FOR LEARNING, 280 Madison Ave., New York 16, N.Y.

New Tools for Learning is also producer of the recently-launched transcribed radio series "*Keeping Up with the Wigglesworths*," a program that can be locally sponsored or sustaining. It is a dramatic show interspersed with music, presenting economic information for the average listener.

UNO Study Kits And Discussion Guides

Busy teachers seeking timely, factual, helpful material dealing with the United Nations will be glad to know that STUDY KITS and DISCUSSION GUIDES can be obtained from the United Nations Information Office, 610 Fifth Avenue, New York 20, N.Y. The material was prepared in cooperation with the U. S. Office of Education. Here, from one source, you can obtain a complete, overall guide to the subject.

The kits and guides include booklets on the United Nations, their peoples, their history, their work, what they did in the war, and how they are cooperating in peace. There are attractive poster charts in color, descriptions of United Nations meetings to date, suggestions for individuals and group activities, reading lists, and other aids.

STUDY KIT NUMBER 1

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|---|--------|
| 1. United Nations: Today and Tomorrow. 48 pages | \$.10 |
| 2. United Nations: Peoples and Countries. 68 pages | .10 |
| 3. Study Guide and activities..... | .10 |
| 4. Twenty-three poster charts—the people, their work, their countries. | 2.00 |
| SPECIAL PRICE—Complete Kit..... | 2.25 |

STUDY KIT NUMBER 2

- | | |
|--|--------|
| 1. United Nations Conference at San Francisco.
40 pages | \$.25 |
| 2. Charter of the United Nations..... | .10 |

3. Towards a World of Plenty. The Food & Agriculture Organization. 24 pages.....	.10
4. Towards Freedom in the Air. The Civil Aviation Conference. 32 pages.....	.10
5. Money and the Postwar World. The Monetary and Financial Conference. 32 pages.....	.10
6. Helping the People to Help Themselves. The story of UNRRA. 18 pages.....	.10
7. Reading Lists, Aids	
SPECIAL PRICE—Complete Kit.....	.60

New Loan Packets Available On Inter-American Subjects

A new series of 18 loan packets on Inter-American subjects available for the use of teachers, elementary and secondary schools, college students, and adults, was announced by the U. S. Office of Education, Federal Security Agency.

The individual packets of the new series contain bibliographies, source lists, magazines, pictures, maps, units and courses of study, program outlines, skits, games, music, descriptive booklets, conference reports, reprints of articles, pamphlets, and other materials. This material is suitable for use from the elementary level through college. Teachers, school administrators, librarians, and others will find many timely suggestions easily adaptable to use as teaching aids in each packet.

Publishers and distributors of the various packet items are indicated to facilitate ordering by those interested in obtaining file copies for use after the loan period has expired.

_packets are available on loan for three weeks without charge except that return postage is to be paid by the borrower.

The titles and numbers of the packets are as follows:

Teachers' Materials:

1. Sources of Instructional Material
2. Education of Spanish-speaking Children

Materials for Elementary and Secondary Schools:

3. Hispanic Countries and Cities
4. Brazil
5. Social Studies
6. Music
7. Art
8. Literature
9. Spanish for the Elementary School
10. Beginning Spanish (Secondary)
11. Intermediate Spanish
12. Plays, Pageants and Programs
13. Pan-American Club Organization
14. Pan-American Club Activities

Materials for College Students and Adults:

15. Economic Problems
16. Current Political and Social Problems
17. Development of Pan-Americanism
18. Education in Latin America

Requests for the packets should be addressed to:

U. S. Office of Education, American Republics Section, Division of International Educational Relations, Washington 25, D.C.

NEWS FROM THE LOCALS

Chicago Teachers Receive Salary Increase

1 CHICAGO, Ill.—The salaries of all Chicago teachers have been increased, starting with January 1946. Elementary teachers are to receive an annual increase of \$225 and high school teachers \$150. The new salary schedule for elementary teachers starts at \$1850 and reaches a maximum of \$2850 in the ninth year. For high school teachers the new schedule starts at \$2350 and reaches a \$3950 maximum in the ninth year.

Although there is still quite a differential between the salaries of elementary teachers and those of high school teachers, the larger increase to

the elementary teachers helps somewhat toward closing the gap. As was stated in a recent release issued by the Chicago Board of Education, "the larger increase for elementary teachers will result in furthering the plan for a single salary schedule for teachers, long advocated by educational groups."

It has been the position of the Chicago Teachers Union that there should be equal pay for equal work and that, therefore, elementary teachers in Chicago should receive 5/6 of the salary of high school teachers,

since the elementary school teaching day is approximately 5/6 of the length of the high school teaching day. If the 5/6 ratio were in effect the elementary teachers' schedule would start at \$1958.33 and increase to \$3291.66, using the new high school schedule as a basis.

The salary for substitute teachers was increased from \$8 to \$9 a day for elementary school substitutes and from \$9 to \$9.50 for high school substitutes.

The college teachers are to receive an increase of \$15 a month.

New Jersey Locals Announce Program For Child Welfare

The following six-point program for child welfare was announced by Ann Orgel, chairman of the child welfare committee of the New Jersey State Federation of Teachers:

1. Continuation of the Lanham Funds (due to end March 1) or the equivalent, and placing them under the Department of Education, if possible.

2. Continuation of the Lunch Program, with emphasis on better nutrition and on relief for teachers handling lunchroom duty in elementary schools.

3. Continuation of the Milk Program.

4. More dentists and dental facilities within the schools.

5. Elimination of wartime emergency measures which threaten child labor laws.

6. Elimination of discrimination.

Ask \$2000 Minimum For New York State

As a step toward overcoming the state-wide shortage of teachers in New York the Empire State Federation of Teachers Unions favors the establishment of a \$2,000 minimum salary for teachers in New York State.

The state organization called upon Governor Dewey to give leadership by unfreezing a part of the state's surplus of more than \$400,000,000, so that the \$2,000 minimum could be financed.

What Are We Doing in Our Classrooms To Foster Understanding?

We hear much these days of tolerance. Tolerance denotes sufferance, concession, indulgence. It would seem that understanding, meaning appreciation, intelligent apprehension, or comprehension, is the better term.

Let us take stock of ourselves as classroom teachers to see how much we are doing to further the understanding of our neighbors, both immediate and distant. First of all we must do all we can to understand our children. With big groups and the press of clerical duties, it is difficult. But we can make the effort. Jim is everlastingly scrapping on the playground. Maybe his mother is ill, his parents separated. Perhaps he is just plain spoiled. We can find out much if we try. He himself will tell us a good deal one way or another if we give him the chance. Some we fathom easily. Others we never quite get next to, but we keep on trying.

Next, we must help children to understand us and one another. Often, we forget that new teachers and new groupings mean a big problem of readjustment. Do we give them a chance to know us? How often do we talk things over WITH them rather than TO them? How often do we work and play WITH them? On the other hand, do we know when to stay out of their planning and arguments and let them settle things without our interference? Do we further the appreciation of the child for what he thinks and is, rather than for what he wears, what his father is and does, or the number of Defense Stamps he buys weekly, or for the side of the tracks he lives on, the color of his skin, or the church he attends?

Then there is the matter of understanding our more or less distant neighbors. They may be those who go to another school, those who live in another type of community, or those who live in another part of our country, or still more remotely in other countries. . . . Let us stress the likenesses as well as the differences. When we discuss the differences let us consider the reasons for those differences and recognize the values of the contributions of each people to the rest of the world.

The farthest corner of the earth is now only sixty hours distant. If we are to have peace we must understand all peoples here and now. Tolerating them isn't going to be enough.—From the *Grand Rapids Teacher*, Nov. 1945.

Cicero Contract Renegotiated

571 WEST SUBURBS, ILL.—The union contract between the Cicero Council, one of the nine councils composing the West Suburban Local, and the Cicero Board of Education was renegotiated last summer and a new contract was signed by both parties.

There has been mutual satisfaction and good faith in the operation of the contract. In September, in accordance with the terms of the agreement, Superintendent of Schools C. A. Weber announced that applications would be received for the positions of acting principal and assistant principal of the Cicero elementary schools. The Evaluating Committee provided for in Section 15 of the agreement has met with the superintendent. Numerous grievances have been adjusted satisfactorily. "Such business-like, straightforward procedure is, indeed, both an example and a goal for other councils," is the comment made in Local 571's bulletin.

This happy situation provides a good illustration of what can be accomplished in a community having strong labor support and a school board and superintendent who "prefer collective bargaining to any other

method of dealing with problems of salaries, wages, hours, and working conditions."

The following are some of the changes made when the contract was renegotiated:

1. The term "certificated employee" is clarified.

2. The salary schedule is improved and minimum salaries raised. [See present salary schedule below.] The position of supervisor is eliminated. All principals are placed in one class, regardless of the size of the school enrollment.

3. The salary for new teachers is now negotiated, instead of being set by the superintendent.

4. The basis for promotion is clarified and a definite amount of salary increase for promotion is established.

5. The section on allowances for illness is clarified.

6. The standing committee which handles grievances is now composed of the Executive Board of the Union and the Employer's Committee.

7. The Union may check the payroll.

8. The Board gives the Union a list of the new employees and a list of those who resigned.

SALARY SCHEDULE FOR THE CICERO ELEMENTARY SCHOOLS

Years in Service	Class I	Class II	Class III	Class IV	Class V		Class VI	
					B	M	B	M
1	1400	1500	1550	1600	1800	1900	2000	2100
2	1500	1600	1650	1700	1900	2000	2100	2200
3	1600	1700	1750	1800	2000	2100	2200	2300
4	1700	1800	1850	1900	2100	2200	2300	2400
5	1800	1900	1950	2000	2200	2300	2400	2500
6	1900	2000	2050	2100	2300	2400	2500	2600
7	1975	2100	2150	2200	2400	2500	2600	2700
8	2050	2200	2250	2300	2500	2600	2700	2800
9	2125	2300	2350	2400	2600	2700	2800	2900
10	2200	2400	2450	2500	2700	2800	2900	3000
11	2300	2500	2550	2600	2800	2900	3000	3100
12	2400	2600	2650	2700	2850	2950	3100	3200
13	2500	2650	2700	2750	2900	3000	3200	3300
14	2600	2700	2750	2800	2950	3050	3300	3400
15	2650							

CLASS I includes teachers without a bachelor's degree.

CLASS II includes teachers having a bachelor's degree.

CLASS III includes teachers having a bachelor's degree and 18 semester hours of graduate work.

CLASS IV includes teachers having a master's degree.

CLASS V includes acting directors, directors, and assistant principals with bachelor's or master's degrees.

CLASS VI includes the primary counseling director, acting principals and principals with bachelor's or master's degrees.

N.Y. Local Sends Aid to Teachers In Liberated Lands

2 NEW YORK, N.Y.—Inspired by the graphic and moving description of the dire distress of teachers in all the liberated countries of Europe, as told by Louis Dumas, executive officer of the French Teachers Union, the New York Teachers Guild is initiating a project for gift boxes from teachers here to teachers overseas.

By the end of December approximately \$1,000 had already been contributed for this project.

These packages will contain such foodstuffs as powdered milk, coffee, tea, cocoa, canned meat, candy, dehydrated soups or desserts, plus such notions as needles, threads, wool, writing materials, and possibly small clothing articles like scarfs, gloves, and stockings.

Guild Protests Absence Deductions

2 NEW YORK, N.Y.—The New York Teachers Guild is urging that the practice of deducting 40% of the teacher's pay in case of absence because of illness be discontinued in New York City. The Guild points out that this practice was started some years ago to meet the depression emergency, but when the emergency was over, the Board of Education did not discontinue the deductions. No other city employees in New York City have this penalty imposed on them.

Theater Party Proceeds Used to Equip Office

833 WEST NEW YORK, N.J.—The proceeds from a theater party given by the West New York local on January 29 will be used to purchase equipment for the office of the new local. Tickets were on sale in all the schools.

The office, which is in Co-op Hall, is available to members at all times for group or private meetings.

Dr. Marcson Addresses Philadelphia Local

3 PHILADELPHIA, PA.—Dr. Simon Marcson, Assistant Professor of Sociology at Pennsylvania State College, addressed a meeting of AFT Local 3 on the subject, "The Treatment of Minorities in Textbooks." The meeting was held on Thursday evening, January 10.



Photo from the Chattanooga Times

A 13TH ANNIVERSARY CELEBRATION

This photograph was taken on November 18, when the Chattanooga-Hamilton County Teachers Union, AFT Local 246, celebrated its thirteenth anniversary. Those seated are (left to right): Stanton Smith, AFT vice-president and secretary-treasurer of the Central Labor Union in Chattanooga; Miss Josephine Hamilton, president of Local 246; Joseph Landis, AFT president, who was the principal speaker for the occasion. Those standing are: Taylor T. Buchanan, president of the Chattanooga Central Labor Union; Creed Reagan, member of the Chattanooga Board of Education; Mrs. T. R. Cuthbert, wife of the editor of the local labor weekly, *Labor World*; A. C. Kamin, member of the County Board of Education.

Labor Backs Normandy Teachers In Suit Against Board of Education

779 NORMANDY, MO.—An aggressive plan of support for AFT Local 779 in its fight against anti-union school officials in Normandy has been adopted by the Central Trades and Labor Union in that community.

The conflict started last year when two teachers were denied renewal of their teaching contracts, allegedly because of their membership in the AFT local, although the school officials stated that the reason was that both the teachers had been employed only temporarily and that one of them was not properly qualified.

The Central Trades and Labor Body has voted to give all possible aid to the AFT local, and has already contributed funds for a suit which the teachers' union has filed in St. Louis County Court to restrain the Normandy School Board and all

other officials from interfering with the teachers' right to join the organization of their choice, as guaranteed in the new Missouri constitution.

In addition, affiliated locals have been asked to contribute and a number have already done so. A committee has been appointed to spearhead a campaign for all-out labor support for the suit. This committee includes a member from each of the following groups: teamsters, street car men, carpenters, ladies' garment workers, retail clerks, machinists, typographical workers, shoe workers, and barbers.

Labor groups feel that the case involves the right of any public employee in Missouri to belong to a union.

Support for the suit was voted also by the AFT Executive Council at its December meeting.

Detroit Local Wins Back Pay Suit

231 DETROIT, MICH.—As the result of a suit brought by AFT Local 231 the City of Detroit was ordered to pay 325 teachers a total of \$59,008 interest on salaries withheld in May and June, 1932. Circuit Judge James E. Chenot ruled that the teachers were entitled to the interest in addition to the remaining installment of their salary which is being withheld.

Edward N. Barnard, federation attorney, announced that he would file an additional suit for other teachers who were similarly affected. He stated that the total amount that might be involved in such a suit would approximate one million dollars. The issue involved in the federation suit was the legality of the requirement by the school board and city that teachers and city employees waive one month's salary in 1932. The city had maintained that although it had made partial payment and in some cases full payment on the salary that had not been paid at that time, it was not legally bound to do so. The federation suit was for salary principal plus accrued interest.

Assistant Corporation Counsel Clarence E. Page has announced that the city may appeal the case to the State Supreme Court.

Hammond Local Employs Executive Secretary

394 HAMMOND, IND.—The Hammond local has elected as its executive secretary Harold C. Wagner, an attorney, who now handles all negotiations between the local and the Hammond Board of Education. Mr. Wagner is also deputy prosecutor, business representative for the railway brotherhoods, and former president of the Hammond Bar Association.

Fifth New Local Organized in Louisiana

852 TANGIPAHOA, LA.—In our January issue the organization of four new locals in Louisiana was reported. Since then, Mr. Hawbaker, AFT field representative, has announced the organization of a fifth new local in that area—Local 852, in Tangipahoa Parish.

Labor Notes

BY MEYER HALUSHKA, Local 1

The Housing Crisis

Next in importance to food and clothing comes housing. Today more than 1,200,000 families are living doubled up with others. By the end of 1946 the total shortage of homes in the cities will be over 3,500,000. About 3,000,000 newly married veterans will need housing by spring.

It is estimated that exclusive of farm areas, 1,260,000 units of housing must be built each year for the next 10 years to meet this acute shortage. However, John W. Snyder, Director of War Mobilization and Reconversion, indicated that "we will do well if more than 500,000 housing units are built in 1946."

The lag in home production is due mainly to material shortages and prohibitive building costs. Low wages in the lumber, brick, and tile industries have resulted in lack of man power. Thus total production of lumber in 1945 was at the lowest point in seven years. Production of bricks and soil pipe is also abnormally low.

The increased building costs are not due to high wages.

Building material prices are at present about 30% above the pre-war average of 1939. Since price ceilings on finished houses were lifted, they are priced from 50% to 100% more than before the war.

The Westinghouse Research Department found that to purchase and maintain a house costing \$4,000 requires an income of \$175-\$215 a month. For a \$6,000 house, an income of \$250-\$300 a month is needed. The ownership of a \$10,000 house would require an income of \$375-\$500 a month.

Few residential houses under \$10,000 are being built now. Since more than half of the American workers earn less than \$130 a month, home ownership may be but an illusory dream for the average wage earner and G.I. We need 4,500,000 homes to rent below \$30 a month. Little wonder that housing is critical problem No. 1.

Not only do we lack new houses, but many present homes are alarmingly below standard. About six million homes are falling apart and need major repairs.

In New York City, in 1940, it was found that 19,000 dwellings were without inside toilets; more than 85,000 lacked baths; 120,000 required major repairs.

In the entire United States, of the 37,000,000 homes, 11,000,000 (almost a third) are without running water; 15,000,000 lack an inside private toilet; 12,000,000 are without bathtubs; 3,000,000 are overcrowded.

It has repeatedly been observed that disease, delinquency, and crime breed and flourish in areas of sub-standard and congested housing.

Labor's program to meet the housing crisis is as follows:

1. Priority to critical materials for homes in the lower-price group; the maximum should be \$7,000—not \$10,000, as at present.

2. Government aid for lower priced homes for veterans—as low as \$3,000.

3. "Unfreezing" of wages of building material workers to attract more labor.

4. Support of the Patman Bill, which would restore ceilings on completed homes.

5. Support of the Wagner-Ellender-Taft Bill (S. 1592), which liberalizes credit requirements on homes and provides for low-rent public housing projects.

Labor Supports Equal Pay Bill

Representatives of women's organizations, the U. S. Department of Labor, the CIO and the AFL appeared before the Senate Committee on Education and Labor in behalf of the Morse-Pepper Bill, S. 1178. This bill seeks to eliminate discriminatory wage practices based on sex. The bill makes it unlawful for an employer (1) to pay wages to a female employee at a lower rate than that paid to any male employee for work of comparable quality or quantity, (2) to discharge any female employee and replace her with a male (exceptions allowed to protect the employment rights of returning veterans), (3) to discriminate against any employee for giving assistance in enforcing the Act.

Passage of this legislation was urged "not only as a matter of fairness to women but also from the standpoint of preserving wage standards and consumer purchasing power. The existence of a group of workers who are employed at uniformly lower wages promotes destructive competitive practices and depresses the whole wage structure."

The argument usually offered in favor of higher pay for men on grounds that they have dependents to

support is not valid, for (1) a man is paid on basis of work done and not according to number of dependents, and (2) most women who work support themselves and must contribute to the support of the family. (It has been found that at any given time about 90% of the women working are wholly dependent on their own earnings and about 60% of them have dependents whom they must support.) It was pointed out that there is no "sex differential" when men and women spend the money they earn. Stores do not have lower price tags for women. There are no "male" or "female" tax rates. Organized labor has consistently championed equal pay for equal work regardless of sex, and has safeguarded that principle in collective bargaining agreements with employers.

The Equal Pay Bill is not to be confused with the so-called "Equal Rights Amendment," which is also being considered by Congress. The "Equal Rights Amendment" is opposed by labor, civic, and most women's organizations, for it would nullify every law passed during the past fifty years for the protection of the working woman.

AFL Pledges Support to Spanish Underground

The AFL's International Labor Relations Committee has told Spain's underground that it may expect active support and material aid from the AFL's Free Trade Union Fund. The fund was raised by affiliates of the AFL.

The message to the resistance movement was announced by Matthew Woll, Chairman of the International Labor Committee and Chairman of the Free Trade Union Committee of the Labor League for Human Rights. Occasion for the announcement was a dinner December 28th for Jose Leyva, jointly representing the Spanish U.G.T. (General Union of Workers) and C.N.T. (National Confederation of Labor).

Leyva declared that the Spanish people will soon engage in a demonstration that will focus world attention on their desire for democracy.

In an address, Woll flayed the dictatorial Franco Government and voiced the A. F. of L.'s desire to see free, democratic trade union movements throughout the world. He presented Senor Leyva with a letter to the underground.

Facts for All Americans

On wages: The Office of War Mobilization and Reconversion states that in January 1941 the average factory worker earned \$26.64 a week. By April 1945, his pay had risen to \$47.12, an increase of 77%, due chiefly to overtime pay and upgrading. But deducting income tax and increase in living costs (33% over January 1941) brings the actual take home pay down to \$31.47.

To meet a minimum standard of living, a man, wife, and two children need a weekly income of \$33.70 (government estimate).

The budget breaks down as follows:

Food (17c a meal).....	\$14.45
Rent	3.85
Clothing	4.12
House expenses	3.58
Health, fare, etc.	3.32
Taxes, ins., etc.....	4.38

To get this income a man must earn 87½ cents an hour for a 40-hour week and fifty weeks a year. Today 3 out of every 5 wage earners in the U.S.A. receive less than \$33.70 a week.

On profits: In 1944, profits of corporations were \$9.9 billion (after taxes), or three times the 1936-39 average net profit of \$3.3 billion.

Since 1939, woolen and worsted manufacturers' profits have risen 860%.

OPA Administrator Bowles revealed that the increase in profits of department and specialty stores during 1944, compared with their average earning from 1936 to 1939, was 1,324%.

Repeal of excess profits taxes and other tax benefits indicate greater profits for 1946.

A company that sold goods in 1945 was subject to a maximum tax of 85½% on each dollar profit. This year the maximum tax has been cut to 38%.

On productivity of workers: Since 1909 production per man hour has increased 166%.

Labor-Management Conference Agreements

After four weeks of deliberations the representatives of labor and industry adopted the following resolutions unanimously:

(1) Resolved that the Labor-Management Conference urge on all elements of labor and management the broad democratic spirit of tolerance and equality of economic opportunity in respect to race, sex, color, religion, age, national origin or ancestry in determining who are employed and who are admitted to labor union membership.

(2) Resolved that this conference express its approval of the formation of an informal committee consisting of 8 members (representing both labor and industry) to meet at such times as it sees fit for purpose of creating better understanding between the respective groups.

They recommended the following:

1—Resort to voluntary arbitration to settle disputes involving interpretation of provisions of collective bargaining contracts, and rejection of compulsory arbitration in any form.

2—Sensible and cooperative procedures to be followed by employers and unions in negotiating their first contract.

3—Strengthening and improvement of the United States Conciliation Service so that this agency can be more widely utilized for peaceful settlement of disputes.

4—Establishment of a standing committee, made up of the heads of the participating labor and industry groups, which will meet informally from time to time in an effort to reach further friendly understandings in the public interest.

No agreements were reached, however, on the issues of wages and methods of collective bargaining.

Labor Cool to "Cooling Off" Bill

The Norton-Ellender Bill (H.R. 4908) that contains President Truman's recommendations for compulsory "fact finding boards" and a 30-day "cooling period" in all labor disputes is opposed by labor for the following reasons:

(1) It curtails the fundamental right to strike, which right labor must retain for effective negotiations with employers.

(2) It is unworkable, for it conflicts with existing legislation.

(3) It nullifies the guarantees of collective bargaining embodied in the Norris-LaGuardia Bill.

(4) It reestablishes the vicious "doctrine of conspiracy" in labor disputes.

(5) It institutes government by injunction, thus depriving labor of the constitutional rights of freedom of speech, press, and assembly, and subjects individuals and unions to unwarranted criminal contempt charges and damage suits.

Labor is not opposed to fact finding and prevention of strikes. But only through wholehearted collective bargaining, efficient government conciliation and mediation services, and through contractual voluntary arbitration can these objectives be attained.

AFL Unions Aid Veterans

Outstanding services for returning war veterans are being performed by AFL unions in many cities.

The St. Paul Trades and Labor Assembly has established a Veterans' Service Center in its Labor Temple to furnish help in getting jobs, obtaining loans, finding homes, and getting full benefits of G.I. legislation.

In Boston and in numerous other cities, AFL representatives take an active part in job counseling at Veteran Centers. In Buffalo, an AFL committee is dealing with the problem of apprenticeship training for veterans.

The Portland Central Labor Council furnished one floor at the new Veterans' Club at a cost of \$3,000. The Machinists' Union presents each new veteran member with a set of tools.

In all towns and cities the AFL is represented in community projects for veterans and on committees that deal with problems affecting G.I.s.

Most unions have waived initiation fees for ex-service men. Those who were members of unions before entering the armed forces were kept in good standing without payment of dues and their job seniority rights have been protected by union contracts.

Legislation Needed to End Job Discrimination

The AFL, CIO, and National Farmers Union are continuing a vigorous assault against bigotry, prejudice, and discrimination in America. There are alarming signs of widespread discrimination against Catholics, Negroes, Jews, and other minority groups throughout the nation.

Only the adoption of a permanent National Fair Employment Practice Act can check this menacing threat to unity and democracy.

A. Philip Randolph, of the AFL, warns that with mounting unemployment during reconversion, discriminatory employment practices will lead to serious riots and violence.

About 140 Republican Congressmen and a dozen northern and western Democrats are withholding signatures from discharge petition No. 4, which would bring H.R. 2232 (The F.E.P.A.) to the House floor for a vote.

New York, New Jersey, Indiana, and Wisconsin have adopted laws in 1945 to prevent discrimination in employment because of race, color, creed, or national origin.

A. F. T. Literature

Price List

TITLE	COST PER 100
Teachers' Unions in England, France, and the United States (A new A.F.T. pamphlet containing important information about teachers' organizations in three great nations.).....	\$0.50
Can Teachers' Unions Be Called Out on Strike?.....	.25
The Constitution of the A.F.T.	1.50
A Critical Evaluation of the A.F.T. (Aileen W. Robinson)....each	.50
Organized Labor and the Public Schools (Irvin R. Kuenzli).....	.75
A Challenge to Classroom Teachers (Desk Blotter).....	.50
Labor and Education.....each	.10
Labor's Program of Education.....	.50
Labor, Education and Democracy.....	.50
Labor's Stand on School Finance.....	.50
Why I Joined (By Dr. George S. Counts).....	.50
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Labor and the Schools in the Present Crisis (Blotter).....	.50
Labor, Education, and the War, in 1942 (Excerpts from the Education Program of the 1942 A.F. of L. Convention).....	1.00
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